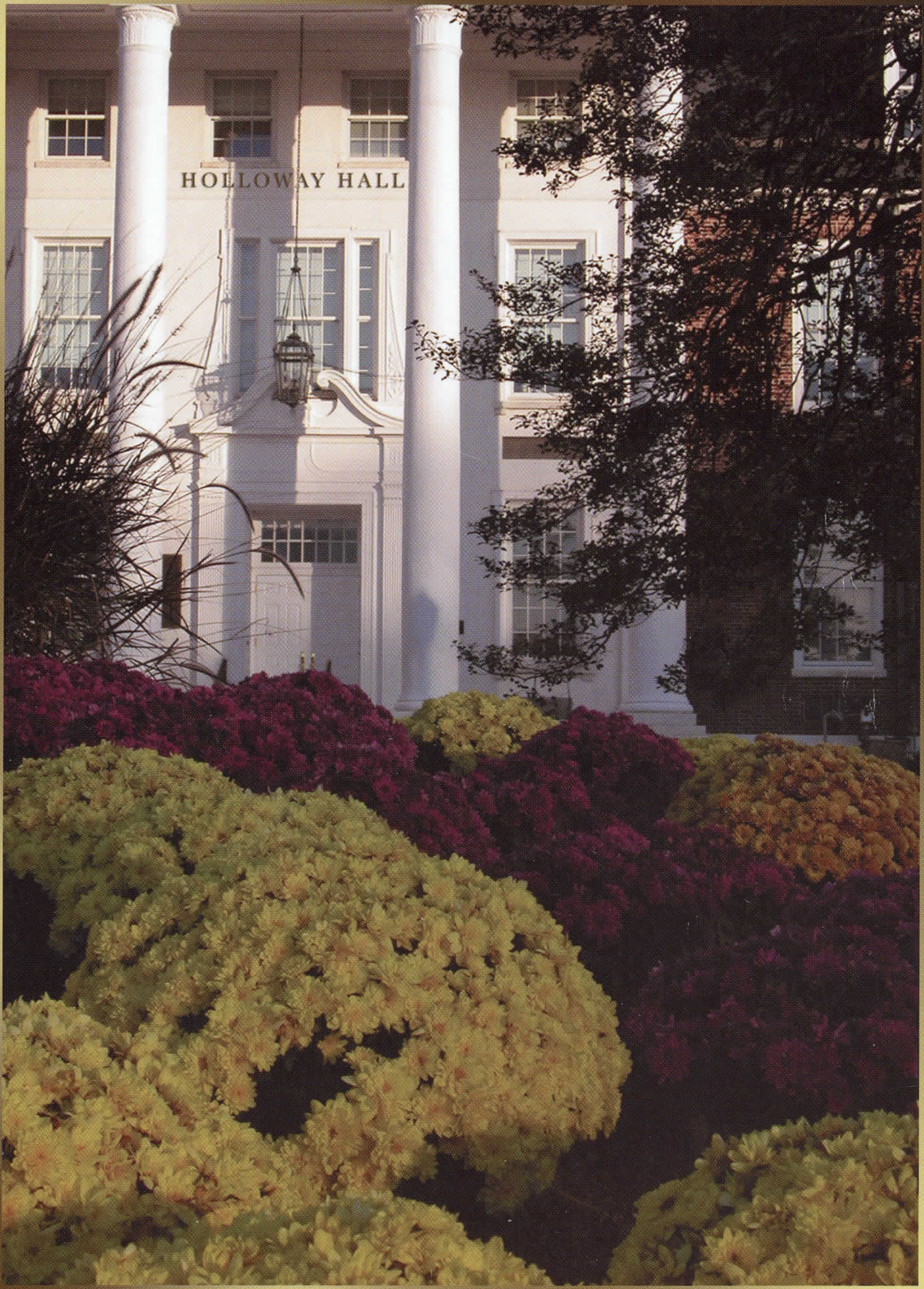
Salisbury
UNIVERSITY


HOLLOWAY HALL

Undergraduate & Graduate Catalog 2007-2008

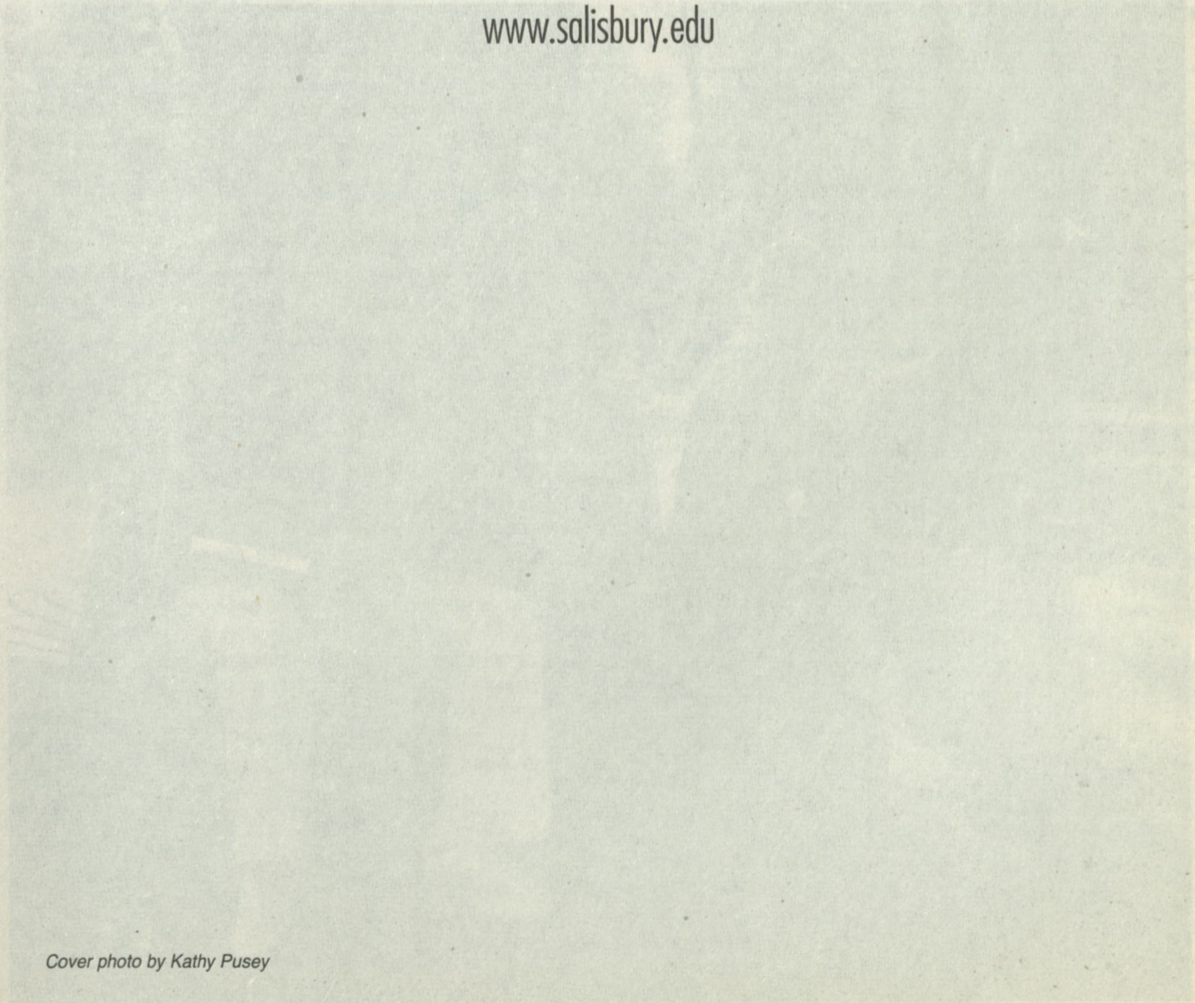
Salisbury
UNIVERSITY

2007-2008

Undergraduate and Graduate Catalog

Salisbury, Maryland

www.salisbury.edu



Cover photo by Kathy Pusey

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General Information

www.salisbury.edu/about

Mailing Address

Salisbury University
1101 Camden Avenue
Salisbury, Maryland 21801-6860

Specific correspondence should be addressed as follows:

Admission ....Dean of Enrollment Management
Transcript of Record ....Registrar
Business Matters ....Vice President of Administration and Finance
General Matters ....Director of Media Relations
Graduate Admission ....Dean of Enrollment Management
Summer Sessions/Winter Term........................Registrar

Information about Salisbury University, including a colorful photo tour, is available on the University's home page at the following Web site: www.salisbury.edu.

Telephone Number

410-543-6000
FAX 410-677-5025
TTY 410-543-6083
1-888-543-0148

University Calendar

For the latest, visit www.salisbury.edu/calendar/welcome.

Catalog Notice

The purpose of this publication is to provide information about Salisbury University to persons who work and study at the University, to persons who may be interested in applying for admission, and to parents, teachers, counselors and the general public. THIS PUBLICATION IS NEITHER A CONTRACT NOR AN OFFER TO MAKE A CONTRACT. While every effort has been made to ensure the accuracy of the information in this publication, the University reserves the right to make changes at any time with respect to course offerings, degree requirements, services provided or any other subject addressed in this publication. The information in this publication is provided solely for the convenience of the reader.

All changes are implemented so that new curricular requirements will not work hardships on students who have entered under an earlier set of requirements. The *Schedule of Semester Course Offerings*, available online at www.salisbury.edu/registrar/course schedules.html, provides the official list of University course offerings.

Family Educational Rights And Privacy Act

Under the provisions of the Family Educational Rights and Privacy Act, Salisbury University publishes student directory information without prior consent of students. Directory information includes a student's name, local address (if listed), date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height (of an athletic team member), dates of attendance, degrees and awards received, and most recent previous educational agency or institution attended, as well as a listing of officers of student organizations (including names and addresses).

Salisbury University does not sell or otherwise provide mailing lists of student information to anyone outside of the University. The Registrar's Office is responsible for compiling and disseminating directory information.

Students who want more or less than the directory information listed above to be released without prior notification or consent should notify the Registrar's Office, Holloway Hall.

Equal Opportunity Policy

Salisbury University has a strong institutional commitment to diversity and is an Equal Opportunity/Affirmative Action employer, providing equal employment and educational opportunities to all those qualified, without regard to race, color, religion, national origin, sex, age, marital status, disability or sexual orientation. The University adheres to the EEO/AA policies set forth by federal and state governments. Although the EEO/AA has specific responsibilities to affirmative action and equal opportunity, each office, student and employee is an essential component in fostering diversity and respect for differences.

Salisbury University values diversity among its students, faculty and staff and believes that interactions with those holding varying perspectives, backgrounds and beliefs contribute to a well-rounded educational experience and promotes personal and professional development. Understanding and acceptance of others is of ever-increasing importance in today's world.

EEO/AA oversees the hiring processes of new employees and ensures that they are handled in an equal and fair manner. EEO/AA also hears complaints in regards to academic as well as employee discrimination and works to resolve these issues.

Accreditations/Societies

Salisbury University has the following accreditations:

The University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA, 19104, 215-662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

Two programs in the Department of Chemistry are approved by the American Chemical Society Committee on Professional Training, a specialized scientific society founded in 1876 and recognized though an Act of the U.S. Congress in 1937.

The programs in respiratory therapy, athletic training and exercise science are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), a specialized accrediting agency recognized by the Council for Higher Education Accreditation. The Joint Review Committee on Educational Programs in Athletic Training, the Committee on Accreditation for Respiratory Care and the Committee on Accreditation for the Exercise Sciences serve as arms of the CAAHEP and review all programs seeking specialized accreditation status in athletic training or respiratory therapy, respectively. The CAAHEP is located at 1361 Park Street, Clearwater, FL 33756, 727-210-2350.

The social work programs are accredited by the Council on Social Work Education, a specialized accrediting agency recognized by the Council for Higher Education Accreditation. The CSWE is located at 1725 Duke St., Suite 500, Alexandria, VA 22314, 703-683-8080.

The degree programs in business are accredited by the Association to Advance Collegiate Schools of Business, a specialized accrediting agency recognized by the Council for Higher Education Accreditation. The AACSB-International is located at 600 Emerson Rd., Suite 300, St. Louis, MO 63141, 314-872-8481.

The program in clinical laboratory science/medical technology is accredited by the National Accrediting Agency for Clinical Laboratory Sciences, 8410 W. Bryn Mawr Ave., Suite 670, Chicago, IL 60631, 773-714-8880. The NAACLS is a specialized accrediting agency recognized by the Council for Higher Education Accreditation.

The program in environmental health sciences is accredited by the National Environmental Health Science and Protection Accreditation Council, a specialized accrediting agency.

The programs in music are accredited by the National Association of Schools of Music (NASM), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190, 703-437-6312. NASM is a specialized accrediting agency agency recognized by the Council for Higher Education Accreditation and the U.S. Secretary of Education.

The programs in nursing are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C. 20036, 202-887-6791, and the Maryland Board of Nursing. The CCNE is a specialized accrediting agency recognized by the Council for Higher Education Accreditation and the U.S. Secretary of Education.

The programs in teacher education are accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, NW, Suite 500, Washington, D.C. 20036, 202-466-7496, and the Maryland State Department of Education. The NCATE is a specialized accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Designations

Salisbury University has the following designations:

Maryland State Publications Depository
Serviceman's Opportunity College
U.S. Government Selective Document Depository
American Association of Botanical Gardens and Arboreta

Memberships

Salisbury University is a member of the following organizations:

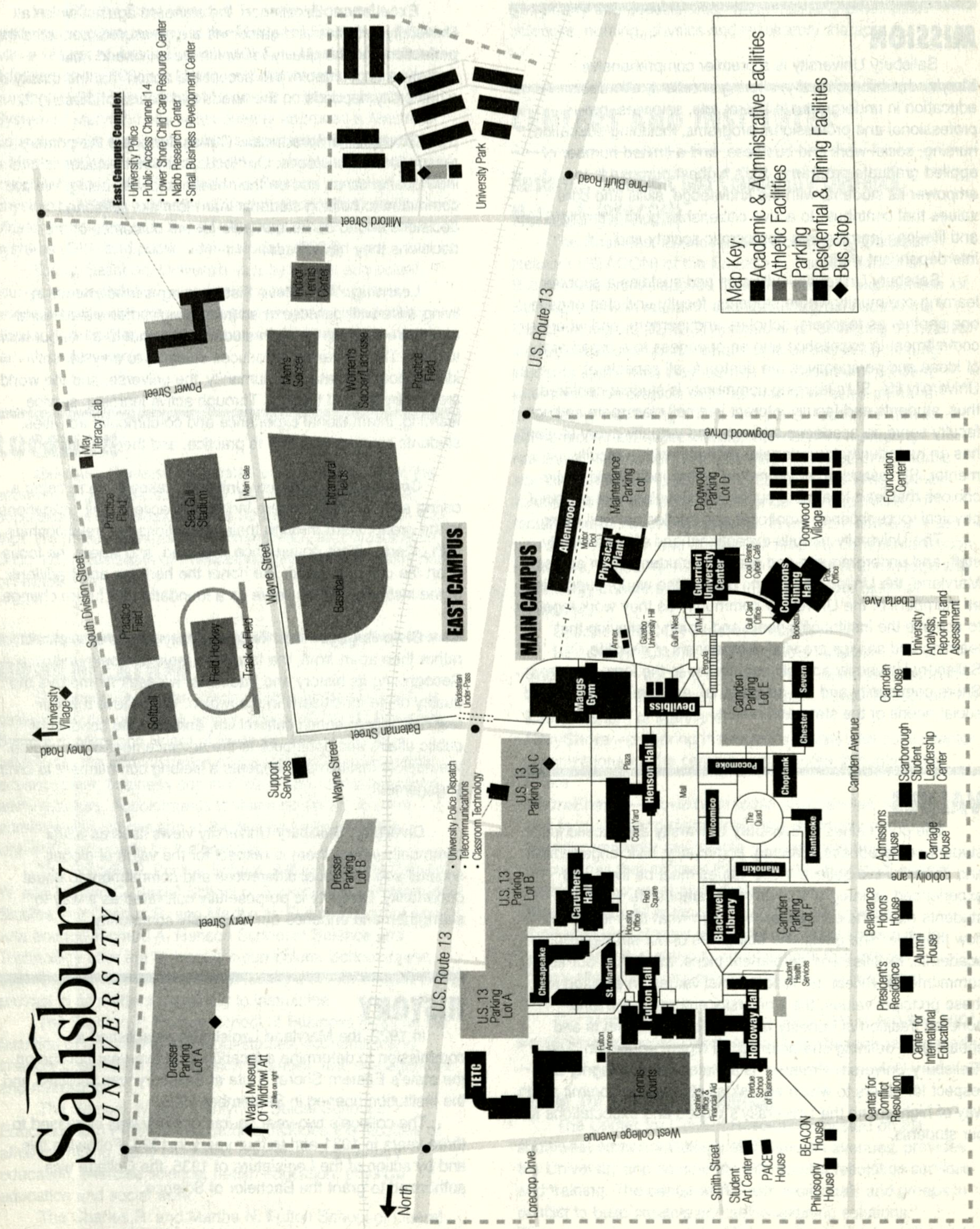
American Association of Colleges of Nursing
American Association of Colleges for Teacher Education
American Association of State Colleges & Universities
American Council on Education
Association of American Colleges & Universities
Association to Advance Collegiate Schools of Business
College Board
Council for Advancement and Support of Education
Council on Social Work Education
EDUCAUSE
International Association of Counseling Services
National Association of Schools of Music
National Collegiate Athletics Association
National Strength and Conditioning Association

University System of Maryland

Salisbury University is a member of the University System of Maryland, which is comprised of 11 campuses, about 70 centers and institutes, and three other research and public service institutes.

Campus Map

www.salisbury.edu/campusmap
(PDF version also available online)


Map Key:
Academic & Administrative Facilities
Athletic Facilities
Parking
Residential & Dining Facilities
Bus Stop
East Campus Complex
University Police
Public Access Channel 14
Lower Shore Child Care Resource Center
Nabb Research Center
Small Business Development Center
University Park
Pine Bluff Road
Milford Street
Indoor Tennis Center
Power Street
Men's Soccer
Women's Soccer/Lacrosse
Practice Field
May Literacy Lab
Sea Gull Stadium
Intramural Fields
Baseball
Field Hockey
Track & Field
Softball
EAST CAMPUS
MAIN CAMPUS
South Division Street
Wayne Street
University Village
Olney Road
Bateman Street
U.S. Route 13
Dogwood Drive
Dogwood Parking Lot D
Dogwood Village
Foundation Center
Maintenance Parking Lot
Allenwood
Physical Plant
Guerrieri University Center
Commons Dining Hall
Eberta Ave.
University Analysis, Reporting and Assessment
Maggs Gym
Devilbiss
Camden Parking Lot E
Severn
Chester
Pocomoke
Choptank
Camden Avenue
Camden House
Scarborough Student Leadership Center
Support Services
U.S. 13 Parking Lot C
Henson Hall
Wicomico
The Quad
Nanticoke
Manokin
Admissions House
Carriage House
Loblolly Lane
University Police Dispatch
Telecommunications
Classroom Technology
Dresser Parking Lot B
U.S. 13 Parking Lot B
Caruthers Hall
Blackwell Library
Camden Parking Lot F
Bellavance Honors House
Alumni House
President's Residence
Avery Street
Chesapeake
St. Martin
Fulton Hall
Holloway Hall
Center for International Education
U.S. 13 Parking Lot A
Dresser Parking Lot A
TETC
Tennis Courts
Perdue School of Business
Center for Conflict Resolution
West College Avenue
Ward Museum of Wildfowl Art
North
Lorecrop Drive
Smith Street
Student Art Center
PACE House
BEACON House
Philosophy House
Salisbury UNIVERSITY

The University

www.salisbury.edu/about

Dr. Janet Dudley-Eshbach, President

MISSION

Salisbury University is a premier comprehensive Maryland public university, offering excellent, affordable education in undergraduate liberal arts, sciences, pre-professional and professional programs, including education, nursing, social work and business, and a limited number of applied graduate programs. SU's highest purpose is to empower its students with the knowledge, skills and core values that contribute to active citizenship, gainful employment and life-long learning in a democratic society and interdependent world.

Salisbury University cultivates and sustains a superior learning community where students, faculty and staff engage one another as teachers, scholars and learners, and where a commitment to excellence and an openness to a broad array of ideas and perspectives are central to all aspects of University life. SU's learning community is student-centered; thus, students and faculty interact in small classroom settings, faculty serve as academic advisors and virtually every student has an opportunity to undertake research with a faculty mentor. SU fosters an environment where individuals make choices that lead to a more successful development of social, physical, occupational, emotional and intellectual well being.

The University recruits exceptional and diverse faculty, staff, and undergraduate and graduate students from across Maryland, the United States and around the world, supporting all members of the University community as they work together to achieve the institution's goals and vision. Believing that learning and service are vital components of civic life, Salisbury University actively contributes to the local Eastern Shore community and the educational, economic, cultural and social needs of the state and nation.

VALUES

The core values of Salisbury University are excellence, student-centeredness, learning, community, civic engagement and diversity. We believe these values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live. The goals and objectives of our strategic, academic, facilities and enrollment plans, as well as our fiscal commitments, reflect our fundamental values. In addition to these principal values, the University embraces the long-honored tradition of honesty and mutual regard that is and should be a defining characteristic of higher education. The "Salisbury University Promise" is a statement of integrity and respect for others to which we ask all students to commit as a way of highlighting the University's values and expectations for our students.

Excellence: Excellence, the standard against which all University activities and outcomes are measured, connotes the perfection and the quality for which we strive and hold ourselves accountable. We accept the notion that the quality of a university depends on the heads and hearts of those in it.

Student-Centeredness: Our students are the primary reason for our existence. Our focus is on their academic and individual success and on their health and well-being. We are committed to helping students learn to make reasoned decisions and to be accountable for the outcomes of the decisions they have made.

Learning: We believe that learning is fundamental to living a life with purpose in an increasingly interrelated world and that our role is to teach students not what to think, but how to think. The University introduces students to a system of ideas about the nature of humanity, the universe, and the world created by art and thought. Through active learning, service learning, international experience and co-curricular activities, students connect research to practice, and theory to action.

Community: Salisbury University takes pride in being a caring and civil place where individuals accept their obligations to the group, learn through their interactions and relationships with others, where governance is shared, and where the focus is on the common good. We honor the heritage and traditions of the institution which serve as a foundation for future change.

Civic Engagement: The University stands as a part of, rather than apart from, the local and regional community. Recognizing its history and traditions, we seek to improve the quality of life for citizens in the region. We believe it is our responsibility to enrich cultural life, enhance the conduct of public affairs and contribute to the advancement of the region. We seek to instill in our students a lifelong commitment to civic engagement.

Diversity: Salisbury University views itself as a just community where there is respect for the value of global, societal and individual differences and commitment to equal opportunity. Diversity is purposefully cultivated as a way to strengthen and enhance our University community.

HISTORY

In 1922, the Maryland Legislature established a commission to determine a location for a two-year college on the state's Eastern Shore. A site at Salisbury was selected and the institution opened in September 1925.

The college's two-year course of study was increased to three years in 1931 and to four years in 1934. Following this, and by action of the Legislature of 1935, the College was authorized to grant the Bachelor of Science.

The academic program expanded in 1947 and in 1960, offering four-year programs in arts and sciences and providing students with a Bachelor of Arts or Bachelor of Science. The University continues to meet the increasing demands of society for quality education and today offers a variety of undergraduate programs in liberal arts, sciences and in the professional fields of business administration, education, medical technology, nursing, respiratory therapy and social work.

In 1962, the State Board of Trustees approved a graduate program leading to the Master of Education, followed with a Master of Arts in English (1974), a Master of Business Administration (1981), a Master of Science with a major in nursing (1982). The Board of Regents for the University System of Maryland has subsequently approved a Master of Education with a major in public school administration (1994), a Master of Arts in Teaching (1996), a Master of Arts with a major in history (1998), a Master of Science in applied health physiology (2000), a Master of Social Work (2001) and a Master of Science with a major in geographic information systems (GIS) and public administration (2007).

Today, Salisbury University is a nationally accredited, four-year comprehensive university offering 55 distinct undergraduate and graduate degree programs in a friendly atmosphere that encourages close relationships between faculty and students.

LOCATION

Salisbury University is located on U.S. Route 13 at the southern edge of Salisbury, MD, which has a metropolitan population of over 90,000 and is 30 miles west of Ocean City, MD; 115 miles southeast of Baltimore, MD, and Washington, D.C.; 125 miles south of Philadelphia, PA; and 125 miles north of Norfolk, VA.

ORGANIZATION

Responsibility for the administration of the University is assigned to the president, who is appointed by the University System of Maryland Board of Regents. The president is assisted in the administration of the University by academic, advancement, business administration and student services administrators. Appointments to these positions, to other administrative offices and to the faculty and staff of the University are made by the president.

The Franklin P. Perdue School of Business, the Samuel W. and Marilyn C. Seidel School of Education and Professional Studies, the Charles R. and Martha N. Fulton School of Liberal Arts and the Richard A. Henson School of Science and Technology offer the University's curriculum. School deans, department chairs and individual faculty members report to the provost in all matters pertaining to instruction.

The Franklin P. Perdue School of Business includes the faculties of accounting and legal studies, economics and finance, information and decision sciences, and management and marketing.

The Samuel W. and Marilyn C. Seidel School of Education and Professional Studies includes the faculties of athletic training, early childhood education, elementary education, exercise science, health education, physical education and social work.

The Charles R. and Martha N. Fulton School of Liberal Arts includes the faculties of art, communication arts, conflict analysis and dispute resolution, dance, English, environmental issues, history, interdisciplinary studies, international studies, modern languages (French, German, Spanish), music, philosophy, political science, psychology, sociology, teaching English to speakers of other languages (TESOL) and theatre.

The Richard A. Henson School of Science and Technology includes the faculties of applied health physiology, biological sciences, chemistry, clinical laboratory science/medical technology, environmental health science, geography and geosciences, mathematics and computer sciences, nursing, physics and respiratory therapy.

CENTERS AND INSTITUTES

Business, Economic and Community Outreach Network (BEACON)

The Business, Economic and Community Outreach Network (BEACON) of the Franklin P. Perdue School of Business combines applied business learning experiences for SU students with research and consulting services to the Delmarva region. BEACON's focus is on delivering innovative strategic and operational solutions to clients while helping students apply what they learn in the classroom. Student teams work on projects such as market or sales-demand forecasting, marketing audits and plans, feasibility studies, economic impact assessments, international marketing readiness assessment and planning, business or economic scenario analysis modeling, and strategic planning, gaining valuable real-world experiences under the supervision of faculty and BEACON consultants. In addition, BEACON, as part of its outreach and intellectual property commercialization mandates, is heavily involved with a variety of knowledge and technology transfers from the University to the external community.

Specific BEACON initiatives include:

BEACON's subunits and programs include:

- **ShoreTrends**—tracking demographic, business, economic, workforce and community development trends throughout the Eastern Shore of Maryland.
- **GrayShore**—preparing the region's private and public sector organizations for the coming senior boom throughout the Shore.
- **ShoreEnergy**—providing credible proficiencies, knowledge and factual data to members of the University and to the overall community to promote engaged and fruitful discussions that address the multitude of regional energy needs, both present and future.
- **Bienvenidos â Delmarva**—providing management, marketing and organizational development know-how to private- and public-sector organizations that interact frequently with the region's rapidly growing immigrant population.

For more information, contact BEACON at 410-546-6001, e-mail beacon@salisbury.edu or visit http://beacon.salisbury.edu.

Center for Conflict Resolution

The Center for Conflict Resolution, located on the southwest corner of College and Camden avenues, provides the University and community with conflict resolution services and training. The center works with individuals and groups in conflict to build creative and self-sustaining solutions. The center also houses the University's academic major and minor in conflict analysis and dispute resolution and acts as a clinic where students take classes, workshops and training in conflict analysis and dispute resolution. Students take practicum and internships through the center at locations both on- and off-campus. The center houses the student-run Campus Mediation Center that provides conflict resolution services to the student body. The center also provides support and use of its facilities to the Conflict Resolution Club.

In addition, the center has a research and evaluation wing that has received national recognition. The practice wing is composed of nationally recognized experts who work with center staff on large-scale conflict interventions worldwide. The center has a private, resource collection, the Bosserman Library, that contains materials on social justice, peace studies and conflict resolution.

Eastern Shore Regional GIS Cooperative

The Eastern Shore Regional GIS Cooperative (ESRGC) is an organization that seeks to provide access to geographic information system (GIS) technology, data, technical support and training to the local governments of Maryland's Eastern Shore. Housed at Salisbury University, the ESRGC is a joint effort between the Mid-Shore Regional Council, the Tri-County Council of the Lower Eastern Shore of Maryland and SU.

Institute for Public Affairs and Civic Engagement (PACE)

Launched in October 1999, the Institute for Public Affairs and Civic Engagement (PACE) is designed to create opportunities for SU students and faculty to become involved in the political and governmental life of the surrounding region. With major funding gifts from the Grayce B. Kerr Fund, the estate of John R. Hargreaves and the Wilson H. Elkins Professorship, PACE sponsors the Presidential Citizen Scholar Program, internships with local governments and non-profit organizations, projects that involve students in addressing local and regional governmental concerns, student-staffed citizen opinion surveys for regional clients, the Paul S. Sarbanes Lecture Series, and public policy lectures.

Edward H. Nabb Research Center for Delmarva History and Culture

The Edward H. Nabb Research Center for Delmarva History and Culture, formed in 1982 and endowed by Cambridge, MD, attorney and philanthropist Edward H. Nabb in 1998, is dedicated to preserving the uniqueness of the history and culture of the Delmarva Peninsula. Each semester professors in the History, English and Education departments provide courses which train students in the use of primary resources such as wills, inventories, patents and deeds, private papers, letters, diaries, business records, oral histories and folklife studies located at the center. It is a repository for documents and artifacts pertaining to the Delmarva Peninsula and acts as a liaison between the University and the Lower Eastern Shore region. The center serves the Delmarva community at large, as well as family and local history researchers from across the nation, professional business people including lawyers, surveyors and journalists, students and scholars researching material for doctoral dissertations, master's degree theses, school projects and private publications. The Nabb Research Center is located in East Campus Complex and is open following the school calendar. Visit http://nabbhistory.edu for more information about the center.

Small Business Development Center

The Small Business Development Center (SBDC) is a joint federal (Small Business Administration) and state program and is part of a national network of centers. The SBDC-Eastern Region is an outreach program of the Franklin P. Perdue School of Business, serving as a link between the University and the business community. It provides cost-free expert counseling , technical assistance and low-cost training to existing small businesses and individuals interested in starting a new business. The SBDC-Eastern Region serves all eight counties of Maryland's Eastern Shore and helps hundreds of entrepreneurs annually through its offices in Wye Mills, Cambridge and Salisbury.

ALUMNI ASSOCIATION

The Alumni Association maintains ties with 31,000 alumni in all 50 states and several foreign countries. Many of these alumni are vigorous supporters of the University through the association.

The association's objectives are to develop and foster an abiding loyalty for Salisbury University, to promote a professional and ethical spirit that will characterize SU's alumni members, to encourage participation in all activities that pertain to the betterment and growth of the University, and to unite Salisbury graduates and undergraduates.

The Office of Alumni Relations and Annual Giving serves as a liaison between the association, the University and alumni. For information, call 410-543-6042 (toll free at 888-729-2586) or visit http://alumni.salisbury.edu.

FACILITIES

The **Admissions House**, on the corner of Camden Avenue and Loblolly Lane, contains administrative offices and meeting rooms for the Office of Admissions staff. Regularly scheduled campus tours leave the Admissions House at 1:30 p.m. each Monday, Wednesday and Friday.

The **Allenwood Center Offices** is located in Allenwood Shopping Center, directly east of the campus proper. The Psychology Department occupies all the units. Unit 508 is a computer lab; 507 and 509 are observation/video rooms; 510 is the Physiological/Learning Lab; and 512 is a classroom.

The **Alumni House**, on Camden Avenue opposite the Holloway Hall entrance, serves alumni gatherings and houses the offices of Alumni Relations and Annual Fund.

The **Architectural and Engineering Building** is located at the corner of Power and South Division Streets.

BEACON House is home to the Perdue School's Business, Economic and Community Outreach Network (BEACON). Located at the corner of College and Camden avenues, BEACON is home to the following programs: Bienvenidos a Delmarva, a regional management and marketing assistance program for over 70 organizations that provide a wide variety of services for immigrants on the Peninsula; Shore Transit, an integrated regional public transportation system conceived and developed by BEACON; and Shore Trends, a regional information base BEACON is developing for tracking business, economic, community and workforce development trends and data.

The **Bellavance Honors Center,** on the corner of Camden Avenue and Loblolly Lane, has offices, classrooms and social gathering areas for students enrolled in the Thomas E. Bellavance Honors Program.

Blackwell Library is located near the center of the campus. In addition to book and periodical holdings, there are many special collections including government documents, a curriculum laboratory and the Maryland Room. The online catalog provides direct access to and borrowing privileges from the other libraries of the University System of Maryland. The Teaching Learning Network program facilities and the Verizon TV/classroom studio occupy the lower level of the library.

Camden House, located at 1212 Camden Avenue, houses three of SU's outreach groups: ShoreCorps/PALS, an AmeriCorps program; the Bilingual Education Career Program, designed to improve training opportunities for ESOL teachers; and Training for All Teachers, an ESOL resource.

Caruthers Hall, situated near Route 13 to the right of the University's main entrance, houses the Learning Center; department offices for social work and teacher education; classrooms; faculty offices; a 225-seat auditorium; and the Communications Center, which includes public radio station WSCL.

The **Center for Conflict Resolution,** located on the southwest corner of Camden and College avenues, provides the University and the community with conflict resolution services and training. The center works with individuals and groups in conflict to build creative and self-sustaining solutions.

The center also houses the University's academic major and minor in conflict analysis and dispute resolution and acts as a clinic where students take classes, workshop and training in conflict analysis and dispute resolution. Students take practicum and internships through the center at locations both on- and off-campus. The center houses the student-run Campus Mediation Center that provides conflict resolution service to the student body. The center also provides support and use of its facilities to the Conflict Resolution Club.

In addition, the center has a research and evaluation wing that has received national recognition. The practice wing is composed of nationally recognized experts who work with center staff on large scale conflict interventions worldwide. The center has a private resource collection named the Bosserman Library that contains materials on social justice, peace studies and conflict resolution.

The **Center for International Education**, at 1106 Camden Avenue across from Holloway Hall, houses the Center for International Education, that provides study abroad opportunities for students, International Student Services Office, and the SU Cultural Affairs Office.

The **Center for University Advancement**, on the corner of Camden and Dogwood avenues, is home to the Salisbury University Foundation Inc. and the Office of University Advancement staff. The home's historical presence dates to the founding of SU. The structure is comprised of a conference room, social room and numerous office and entertaining spaces.

The **Commons** is located on the south end of the campus with a walking link directly connecting it to the Guerrieri University Center. The food court provides 13 different food selections per meal. This beautiful building also houses the bookstore, the Gull Card Office, Facilities Reservations, Conference Services and the campus post office.

Devilbiss Hall is located at the south end of the campus mall. It houses the departments of Nursing and Health Sciences, and in addition, it serves as a general purpose classroom and office building. In addition to 44 faculty and staff offices, the building has 17 classrooms and nine laboratories. Special features in this building are a theatre-lecture hall seating 184 and a 2,000 square-foot greenhouse.

The **East Campus Complex**, located by the athletics fields on the east campus, houses University Police, the Edward H. Nabb Research Center for Delmarva History and Culture as well as the Lower Shore Child Care Resource Center, the Small Business Development Center, the Wellness Center, and the offices and training rooms for the SU football and baseball teams.

Fulton Hall, located at the north end of the campus mall, contains a black box theatre; a photography studio and darkrooms; ceramics, drawing, graphic design, painting and sculpture studios; the faculty offices for the Art, Communication Arts and Music departments; an electronic piano room; practice and listening rooms for music students and orchestra; and choral rehearsal rooms. The departments of Sociology and Political Science, Information Technology Office, the dean's office, general purpose classrooms, a lecture hall and the University Gallery are also located in Fulton Hall.

The **Galleries at Salisbury University** extends the University's cultural commitment to the community. The University Gallery (Fulton Hall) and Atrium Gallery (Guerrieri University Center) comprise a regional, membership-supported free arts resource.

The **Guerrieri University Center** supports the mission of the University by helping create and sustain an ambience where all members of our community, and students in particular, are provided the opportunity, encouragement and support necessary to better realize their potential as individuals and scholars. The center provides myriad opportunities for students, as well as others, to realize the many dimensions of the University mission statement, including clarity of expression, cultural diversity, responsible citizenship, social interaction and community service.

Guerrieri University Center facilities include lounges, meeting rooms, games room, Information Desk, Gull's Nest Pub and Eatery, Cool Beans Cyber Café, Student Affairs Office, Office of New Student Experience, Career Services, Student Counseling Services, Multicultural Student Services, Atrium Gallery, student radio station WSUR, student newspaper *The Flyer* and offices of student organizations. An automated teller machine (ATM) is conveniently located just outside the north entrance.

Henson Science Hall is located next to Route 13, just north of Maggs Physical Activities Center. It houses the Henson School Dean's Office and the departments of Biological Sciences, Chemistry, Geography and Geosciences, Mathematics and Computer Science, and Physics. In addition to 89 offices for faculty and staff, it contains 13 lecture rooms, 32 teaching laboratories and 20 faculty/student research labs. This entire facility contains state-of-the-art teaching technologies and scientific equipment. Special features in this building include the 48-seat Geographical Information System (GIS) teaching laboratory and the Nuclear Magnetic Resonance (NMR) laboratory.

Holloway Hall, the first structure built on campus and currently the administrative office building of the University, contains most administrative and faculty offices, the Copy Center, Office of Human Resources, some classrooms, and the Franklin P. Perdue School of Business. Holloway Hall also houses Student Health Services, a modern 776-seat auditorium, the Social Room and the Great Hall.

The **Indoor Tennis Center**, located on Milford Street near the East Campus Complex, includes three tennis courts, lobby area, pro shop, showers and locker rooms. Recreational play, varsity team use, membership times and organized league play are available seven days a week throughout the year.

Maggs Physical Activities Center includes a large arena, swimming pool, dance studio, fitness room, strength room, classrooms, offices, large multipurpose gymnasium, three racquetball courts, varsity and intramural locker rooms, training room, equipment room and reception area.

The **Maintenance Building** (Physical Plant) houses the Motor Pool Office, as well as maintenance personnel and shops.

The **Edward H. Nabb Research Center for Delmarva History and Culture**, located in East Campus Complex Room 190, is a repository for documents and artifacts pertaining to the Delmarva Peninsula. The center serves the University, the Delmarva community at large, as well as family and local history researchers, professional business people and scholars from across the nation.

Outdoor Athletics Facilities include a multi-use stadium; varsity fields for baseball, field hockey, football, lacrosse, soccer and softball; practice fields; an all-weather, 400-meter track; lighted intramural fields; two sand volleyball courts; and 12 tennis courts featuring plexi-pave surfaces with six lighted for night play. The baseball diamond features an Astroturf infield, the only one in the state.

The **PACE House**, across from the campus on College Avenue, houses the Institute for Public Affairs and Civic Engagement (PACE).

The **Philosophy House**, adjacent to campus on Camden Avenue, is home to the Philosophy Department, a small philosophy library, and classroom and study areas.

The **President's Residence** is situated on a 4 1/2-acre expanse, linked to the Alumni House and Bellavance Honors Center, opposite the Holloway Hall entrance.

Residence Halls offer students a variety of living environments and lifestyle options. Pocomoke and Wicomico halls house freshman men, Manokin and Nanticoke halls house freshman women. Coeducational facilities include Chesapeake, Chester, Choptank, St. Martin and Severn halls. Dogwood Village, a modular housing complex, consists of 14 buildings, each housing 10 students in single rooms. The halls feature lounges offering television, conversational groupings and study areas as well as laundry and vending facilities.

The **Scarborough Student Leadership Center,** located on Camden Avenue south of the Admissions House, dedicated in 2001, is a center for teaching skills in leadership, citizenship and civic engagement among social and honorary Greek organizations. Numerous conference rooms, a ritual room, a leadership library, organizational offices and other offices make up this one-of-a-kind structure. The project is the first freestanding program of its kind in the nation.

The **Support Services Building**, located at 119 Bateman Street, at the intersection of Bateman and Wayne streets, 100 yards east of the SU pedestrian underpass beneath Route 13, houses Central Stores Supplies, University Shipping and Receiving, Courier Services, Physical Inventory Control (PIC) Team and Surplus Inventory Management Services.

The **Student Art Center,** adjacent to campus on College Avenue, is home to the student art gallery and five art faculty offices. Exhibitions are scheduled throughout fall and spring semesters. Exhibits will feature works done in freshman art classes, B.F.A. student works, guest exhibitions and lectures about their work. The center also hosts community art meetings.

The **University Analysis, Reporting and Assessment House**, situated at 1214 Camden Avenue across from Nanticoke Hall, houses the University Analysis, Reporting and Assessment Office.

The **University Police Building**, situated at the Route 13 entrance, houses the the Telecommunications Office as well as the University Police dispatcher.

The **Ward Museum of Wildfowl Art**, located south of the campus at 909 South Schumaker Drive, is home to the world's most comprehensive collection of wildfowl carving. Named for brothers Lem and Steve Ward of Crisfield, MD, whose skill and vision elevated decoy carving to fine art, the museum works to promote, preserve and perpetuate wildfowl art.

Undergraduate Admission

www.salisbury.edu/admissions

For information on graduate admission refer to the Graduate Student Information section of this catalog, Page 15.

GENERAL INFORMATION

Salisbury University invites applications from all who are interested in pursuing programs in 43 majors leading to undergraduate degrees. Qualification for admission is determined without regard to race, color, religion, national origin or sex. Students who matriculate following acceptance assume responsibility for upholding the standards and traditions of the University and adhering to its regulations.

Campus Visits

The University encourages prospective students and their families to tour the campus and confer with the admissions staff. The Admissions Office provides tours every Monday through Friday at 1:30 p.m. except holidays when the University is closed. All tours originate from the Admissions House located at 1200 Camden Avenue.

In addition to weekday visits, there are several Saturday open houses held each semester. For more information about the open house schedule, call the Admissions Office or access the Web site at www.salisbury.edu/admissions.

APPLICATION REQUIREMENTS AND PROCEDURES

Admissions requirements set forth in the following sections are minimum requirements that may be subject to change after the *Undergraduate/Graduate Catalog* has been printed. In such cases, changes in admissions policy will be publicized.

Application Forms

Applications for admission, catalogs and other information regarding the University may be obtained on the University's Web site at www.salisbury.edu/admissions. Applicants should file their forms via the Web site. Similarly, all standardized test results should be officially forwarded electronically from appropriate testing centers such as ETS, the Educational Testing Center, or ACT, the Admissions Testing Program.

Application Fee

A $45 non-refundable application fee is required with each application.

Freshman Admission Options

Salisbury University has three admissions plans under which freshman applicants are considered:

Early Action is for high school seniors and second bachelor's degree nursing students who submit their applications and requirements by December 1. Decisions are made by January 15 and a nonrefundable $200 deposit is required by May 1 for freshmen. As a deposit for incoming freshmen is not required until May 1, Early Action is considered a "non-binding" agreement.

Regular Admission is available for students who apply for admission by a recommended deadline of January 15 and any second bachelor's degree nursing students who wish to be considered on a space-available basis. Candidates are notified of the admission decision by March 15 and those who are admitted have until May 1 to confirm their space in the class by submitting a nonrefundable $200 deposit. Applications received after the deadline will be considered on a space-available basis.

Early Admission is an admission option for academically talented high school students. Students who have completed the junior year of high school may be considered for acceptance into the regular University program provided they present evidence of outstanding academic achievement which would include a minimum 3.5 cumulative grade point average on a 4.0 scale, commendable scores on the new SAT or ACT (1800 new SAT or 28 ACT is the minimum considered for Early Admission) and a positive recommendation from the high school and a certification of eligibility for a high school diploma under the early admission program. A personal interview with the SU director of admissions is required.

For High School Graduates

Admission to Salisbury University is granted to those applicants whose academic qualifications give promise of success in college. The evaluation of the applicant's chances for academic success is the responsibility of the Admissions Office, which foremost considers the applicant's high school record. Should the student applicant have earned a weighted cumulative grade point average of 3.50 or higher on a 4.0 scale, the applicant has the choice of submitting a standardized test score. Applicants choosing to exclude standardized test scores should provide a personal essay to support individual achievements and/or experiences which would not be evident from a review of the official high school transcripts. With a weighted grade point average less than 3.50, applicants must submit their SAT or ACT scores as part of the admissions requirements. Leadership qualities, community service, artistic talent, athletic talent and diversity of background, including cultural, experiential and geographic, are additional factors used in the holistic review of each applicant. An essay, while not required, is recommended.

Applicants who wish to be considered for scholarships or who are choosing to submit their test scores as part of the admissions packet are urged to take the SAT or ACT no later than the fall testing date. Details concerning the SAT I or ACT may be obtained at www.sat.org or www.act.org. All standardized test results must be officially forwarded to Salisbury University from the respective testing centers or your high school guidance office.

Students planning to enter college are encouraged to complete the college preparatory curriculum in high school. Within the college preparatory curriculum, a prospective student should have met the following minimum requirements for admission: four credits in English; three credits in the social sciences; two credits in laboratory-based sciences; three credits in mathematics, including Algebra I and II and geometry; and two years in a world language or technology-approved credit.

Successful candidates for freshman admission to Salisbury University will have demonstrated strong college potential during their years in high school.

Suggested Application Dates

Recommended filing dates for fall regular admission are January 15 for freshman applicants and rolling for transfer students. Apply online at www.salisbury.edu/apply.

Students applying for spring semester will be notified of the decision of the applications beginning September 15, on a rolling admissions basis, provided their files are complete. The University reserves the right to close admissions when the projected enrollment is met.

Freshman students seeking on-campus housing for the fall semester who are guaranteed a room must complete the admissions process by May 1. Transfer students who are guaranteed housing must meet their specified deadline for the acceptance fee to reserve a space on campus. The payment of the $200 acceptance fee completes the admissions process. Students paying the acceptance fee past their deadline will be housed on a space-available basis.

Students seeking on-campus housing for the spring semester also will be housed on a space-available basis. Applicants must be admitted and must have completed the Free Application for Federal Student Aid (FAFSA) to be considered for financial aid. The forms should be submitted as soon as possible after January 1, even if income information must be estimated for the previous tax year (SU FAFSA code - 002091).

Transfer Admission

The Admissions Office will respond on a rolling basis to transfer applicants. Suggested filing deadlines for fall admissions are January 15 for freshman applicants and March 1 for transfer students. Applications received after the suggested filing dates are considered on a space-available basis.

Students applying for the spring semester will be notified of the decision on their applications beginning September 15, on a rolling admissions plan, provided their files are complete. The University reserves the right to close admissions when the projected enrollment is met.

Freshman students seeking on-campus housing for the fall semester who are guaranteed a room must complete the admissions process by May 1. Transfer students who are guaranteed housing must meet their specified deadline for the acceptance fee to reserve a space on campus. Payment of the acceptance fee completes the admissions process. Students paying the acceptance fee past their deadline will be housed on a space-available basis.

Students seeking on-campus housing for the spring semester also will be housed on a space-available basis.

Academic Scholarships

Each fall nearly a million dollars in academic scholarships is awarded through the University. The admissions application automatically qualifies students for consideration for these academic scholarships. The minimum requirements for most academic scholarships include a 3.3 weighted high school grade point average on a 4.0 scale and submission of standardized test scores for consideration. 1880 on the SAT or 28 composite on the ACT is the minimum recommended score for most scholarships. Students desiring full consideration for academic scholarships for the fall semester should submit completed applications for admission, including standardized test scores, by January 15. Entering freshmen who meet minimum requirements will be contacted by the appropriate awarding group. Some academic scholarships are based on particular majors as well as other criteria. See a complete listing of available scholarships and corresponding criteria in the "Scholarships for Entering Freshmen" section of the Financial Aid chapter of this catalog.

Social Security Number

All students are asked to submit their Social Security number. International students are encouraged to file for a Social Security number, although they are not eligible for Social Security benefits. The Social Security number is used as a resource to identify the student for administrative and financial records.

Students' disclosure of their Social Security number is voluntary. The student Social Security number is only released to agencies or individuals outside the University at the request of the student or in accordance with federal and state requirements in regard to financial aid awards, Internal Revenue Services for student employee salary reporting and state comptroller's debt collection procedures.

For High School Graduates

The admissions review process considers the qualifications of all applicants in a holistic manner. The students' high school curriculum, performance in academic coursework and on standardized tests like the SAT and/or ACT where applicable, essay, recommendations, leadership experience, community service, talents, extracurricular activities and the ability to contribute to the diverse academic community at Salisbury University are many of the qualifications considered for admission.

Applicants are urged to take the SAT I or ACT no later than the last fall testing date. The ETS code number for Salisbury University is 5403 and the ACT code is 1716. Details concerning the administering of the SAT I or ACT may be obtained from any high school guidance counselor. Standardized test results must be sent officially from the appropriate testing center.

Students planning to enter college are encouraged to complete the college preparatory curriculum in high school. Within the college preparatory curriculum, a prospective student should have met the following minimum requirements for admission: four credits in English with at least one credit in composition, one credit in American literature and one credit in English literature; three credits in the social sciences; two credits in laboratory-based sciences; three credits in mathematics, with at least two credits in Algebra I and II and one credit in geometry; and two years in the same foreign language. Students lacking any of the above admissions specifications should contact the director of admissions.

Normally, successful candidates for admission to Salisbury University demonstrate strong college potential by earning at least above average grades in a solid academic program along with scoring above the national average on the SAT I or ACT.

For Non-High School Graduates

Applicants who are not high school graduates may qualify for admission by earning satisfactory grades on the High School Equivalency Examinations administered by the State Department of Education and by receiving the high school equivalency diploma. The applicant should contact the local board of education to make arrangements to take the examinations. SAT or ACT scores are required.

Admission of International Students

Salisbury University is authorized under federal law to enroll non-immigrant alien students.

International students who demonstrate appropriate academic ability, proficiency in the English language and the ability to finance all costs for their education may be offered admission. Applicants must have the following documentation submitted directly to the SU Office of Admissions by March 1 for fall admission or October 1 for spring admission:

1. an admissions application, which includes financial declaration;
2. professional course-by-course evaluation of all foreign academic transcripts. This professional evaluation determines the student's academic level within the American educational system. Prospective students are required to pay the cost associated with the evaluation (approx. $100-$150). The following credential services are approved by SU: World Education Services, Inc. (www.wes.org) and Educational Credential Evaluations (www.ece.org); and
3. for applicants whose native language is other than English, the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) must be taken and official results submitted to the Office of Admissions. A minimum score of 550 on the written exam, 213 on the computer exam or 79 on the Internet-based exam is required. TOEFL information may be obtained by contacting: TOEFL, P.O. Box 6151, Princeton, NJ 08541-6151, USA, or on the Web at www.toefl.org. IELTS information may be obtained by contacting: IELTS International, 100 E. Corson St., Suite 200, Pasadena, CA 91101, USA, or on the Web at www.ielts.org.

International students must be admitted before the immigration document (I-20) will be provided. Salisbury University is authorized under federal law to enroll non-immigrant alien students.

For Immigrant Students

Any student applying for admission whose native language is other than English will be required to demonstrate an acceptable level of English proficiency in addition to meeting the basic requirements for admission to the University.

For Veterans

Veterans and dependents of veterans who are eligible for GI benefits and who have a high school diploma or equivalency may be admitted to Salisbury University. Veterans who have attended other colleges since their discharge are not included in this policy and should seek admission through the normal transfer process. Priority for the acceptance of veterans will be given to Maryland residents.

In addition to high school or college transcripts, each veteran must provide the Admissions Office with a certificate of eligibility. Since it generally takes 60 days or more to clear a VA application, applicants are encouraged to contact their nearest VA office within sufficient time prior to registration at SU. Initial contact for implementation of benefits should be directed to the Salisbury University Office of Veteran Affairs.

For Transfer Students

Students with acceptable records may be admitted from other regionally accredited (Middle States Association of Colleges and Schools, Northwest Association of Colleges and Schools, North Central Association of Colleges and Schools, New England Association of Colleges and Schools, Southern Association of Colleges and Schools and Western Association of Schools and Colleges) collegiate institutions with requirements similar to those of Salisbury University. Transfer students should request application forms for admission from the Office of Admissions and are subject to the same payment procedures as incoming freshmen.

To be considered for transfer admission, a student must have earned at least 24 semester hours of college-level credit at an accredited community college or four-year college or university, and have a minimum 2.0 grade point average on a four-point scale. If the student has attended two or more institutions, the overall 2.0 will be computed on grades received in courses attempted at all institutions attended unless the student presents an associate's degree from the last institution attended. Transfer applicants leaving their last institution attended under conditions that would prevent further enrollment as a full-time matriculating student at that same institution are not considered eligible for admission to the University. The University's admission policy for entering freshmen, however, will apply to transfer students who have completed fewer than 24 semester hours of transferable credit at another institution.

Coursework completed at SU as a non-degree student will not contribute to the 2.0 GPA and 24 hour requirement. Students denied admission may not enroll as a non-degree student until admission requirements are satisfied.

Transfer students from accredited colleges enrolled in transfer programs will receive credit for the college-level work they have completed, with few exceptions. College Level Examination Program (CLEP) credit will be evaluated based on individual scores. Evaluations of students' previous coursework will be forwarded to them within several weeks of their admission. After being admitted to the University, students may make an appointment with a counselor in the Admissions Office to review the evaluation of transfer credit and to discuss selection of courses.

General Transfer Policies

1. Transfer credits are evaluated by the Admissions Office in accordance with the Maryland Higher Education Commission regulations on General Education and transfer. Such credits may generally be applied to the 120 hours (minimum) of credit required for graduation and, if approved by the appropriate department, may count toward requirements in a major at Salisbury University.
2. A student attending Salisbury University in any regular fall or spring semester has until the end of the semester to complete all forms and to have official transcripts of all prior work from other institutions sent to the SU Admissions Office.
3. Grades do not transfer; the grade point average for a transfer student is computed only on the basis of coursework completed at SU. Once a course is taken at Salisbury University, the SU grade point average is not affected by repeating the course at another institution. Grades of transfer courses will be calculated for admission to specific aca-

demic programs that require a particular grade point average. However, credit earned while a student is enrolled in recognized cooperative programs with other Maryland state colleges and universities will be accepted as credit earned at Salisbury University. Coursework and grades earned will be applied toward graduation requirements at SU and these grades will be counted in the SU grade point average.

4. Credits earned in or transferred from a community college will be limited to 64 credits, and these hours may only be applied to credit at the 100 or 200 level.
5. To be eligible for the baccalaureate degree from Salisbury University, transfer students must earn at least 30 of the final 37 hours of credit from SU. Students enrolled in officially recognized cooperative institutions may include coursework taken at that institution within their final 30 hours at the University. Students completing their course requirements through an approved study abroad program are exempt from this policy.
6. Questions concerning the evaluation of transfer credit should be directed to the Office of Admissions. Students may appeal evaluations to the Office of the Vice President of Academic Affairs within the academic year in which the evaluations were made. Transfer evaluations more than one year old are not subject to appeal.

▸ Course-by-Course Evaluation of Transfer Credit

Most students will have their transfer credit from each institution attended evaluated separately on a course-by-course basis. Students transferring under specific transfer agreements such as the AAT should refer to their academic department for specific transfer policies.

For transfer purposes, each institution must display a minimum 2.0 GPA before transfer credits will be considered. If any institution's GPA is below 2.0, SU will remove courses with grades below C until the student's GPA at that school reaches at least 2.0 and then evaluate the remaining courses for transferability. Detailed information concerning recommended transfer programs may be obtained by accessing SU's Web site regarding transfer students. Courses a transferring student plans to apply toward a degree at Salisbury University are evaluated in one of the following four categories:

1. Approved for General Education credit
2. Approved for lower-level credit
3. Approved for upper-level credit
4. Not approved for transfer credit

All courses approved for transfer credit will be listed as specific courses, as General Education or as elective credit at Salisbury University. In order for any of these courses to qualify for upper-level credit at SU, they must be taught at the upper level both at SU and at the sending institution. All lower-level courses from the sending institution, all courses from community colleges and all courses which are upper level at the sending institution but which are lower level at Salisbury University will be evaluated as lower-level courses. Some transferred courses, either upper level or lower level, may be used to satisfy requirements in particular majors. Each department determines its own policies in this matter and evaluates each student's record on a course-by-course basis.

Any fieldwork experience, internship or practicum from a two-year institution not under the direct supervision of Salisbury University is not considered transferable.

While most courses from other regionally accredited institutions (Middle States Association of Colleges and Schools, Northwest Association of Colleges and Schools, North Central Association of Colleges and Schools, New England Association of Colleges and Schools, Southern Association of Colleges and Schools and Western Association of Schools and Colleges) are applicable to a degree at Salisbury University, courses the University views as not academic in nature and which are not compatible with existing programs may not be transferred to the University and applied toward degrees.

For Former SU Students

▸ Readmission

Matriculated students who do not enroll at the University during a regular fall or spring semester must apply for readmission through the Registrar's Office. Students who have been academically dismissed may only apply for readmission once they have met the minimum criteria as outlined in the dismissal and readmission policies. Students must declare a major at the time of readmission.

Students who have attended other regionally accredited institutions (Middle States Association of Colleges and Schools, Northwest Association of Colleges and Schools, North Central Association of Colleges and Schools, New England Association of Colleges and Schools, Southern Association of Colleges and Schools and Western Association of Schools and Colleges) since leaving Salisbury University must arrange to have official transcripts sent from those institutions directly to the Office of Admissions.

Students who have completed an undergraduate degree at Salisbury University and wish to pursue another undergraduate program should submit an application to the Office of Admissions.

▸ Academic Clemency Policy

To encourage students who have left the University with poor academic records to subsequently return and succeed, the University is prepared to extend academic clemency to students returning to SU after a five-year absence.

Students who have not attended the University for at least five years are eligible to apply for academic clemency one time during their academic careers, and they must apply during their initial semesters, terms, or sessions as returning students.

Students applying for academic clemency must complete an Academic Clemency Form on which they request to have up to 16 credit hours of D and F work removed from their GPAs by changing these grades to XD and XF, respectively. When academic clemency is granted for D grades, the previously earned credits will be lost and may no longer be applied to any graduation requirements. Students who receive academic clemency are not precluded from graduating with honors.

Academic Clemency Forms may be obtained from the Office of Academic Affairs and on the Web at www.salisbury.edu/registrar/forms.

Graduate Student Information

www.salisbury.edu/gradstudy

Salisbury University is approved for graduate instruction by the Middle States Association of Colleges and Schools and the Maryland Higher Education Commission. The University offers graduate programs leading to the Master of Business Administration, the Master of Education in curriculum and instruction, the Master of Education in educational leadership, the Master of Education in reading, the Master of Arts in Teaching (in cooperation with the University of Maryland Eastern Shore), the Master of Arts in English, the Master of Arts in history, the Master of Science in nursing, the Master of Science in applied health physiology, the Master of Science in geographic information systems (GIS) and public administration, the Master of Science in mathematics education and the Master of Social Work. Graduate study is also available for advanced certificates in family nurse practitioner, health care management, mathematics for middle school teachers, teaching and learning with technology, teaching english to speakers of other languages (TESOL) and for post-baccalaureate students seeking graduate credit in both academic and professional areas.

During the fall and spring semesters most graduate students enroll for courses offered during the University's evening program. This program consists mainly of courses meeting once per week throughout the semester in either late afternoon or evening sessions of approximately three hours each. A limited number of courses open to both graduate students and advanced undergraduates are available in the regular daytime program. In addition, graduate study is available during the University's summer sessions and winter term. Residence hall accommodations are available to graduate students only during the summer sessions and winter term.

Requirements for admission to graduate school include a completed Application for Graduate Program Admission, the application fee and official transcripts from all undergraduate and graduate institutions attended unless otherwise noted by the department. Additional requirements vary by specific program.

The following polices are general outlines of graduate work at Salisbury University. However, an individual professor may have requirements that are outlined on the course syllabus that also must be met by students taking the course. Please note, unless otherwise specified, polices for undergraduate and graduate students are the same.

GRADUATE STUDY MISSION STATEMENT

The faculty and administration of Salisbury University accept the responsibility of enhancing graduate students' ability to obtain, understand and assess accurately information and ideas, to think reasonably and independently, and to speak and write intelligently and effectively.

Graduate education at Salisbury University encourages students to expand knowledge and facility in their respective fields of study, and to embrace an ethos dedicated to the continued acquisition of knowledge and the pursuit of the intellectual ideal.

The graduate faculty of the University demonstrate the competence, experience, professional association, instructional mastery, scholarly productivity and service involvement essential to the development of high quality learning. They further recognize that cooperative research and professional enterprise are paramount to the enhancement of graduate-level erudition.

The faculty believe that the substance and method of instruction and research must foster in students a disposition for responsible conduct characterized by integrity, fairness, respect for others, dedication to the pursuit of truth and a willingness to re-examine one's own convictions. One of the University's primary objectives is to cultivate a desire for excellence, a reverence for high principles and the ability to participate in the public forum as informed, committed citizens.

The University prepares graduate students to work confidently and effectively in their chosen career and provides counsel, guidance and instruction appropriate to the requirements of graduate programs. Coherent thought, sound judgment and effective communication will be demonstrated by students in all areas of study.

Because students at every level of study have interests and needs beyond the scope of academic life, the faculty and administration provide and sponsor those services and extracurricular activities which are consistent with the goals and purposes of the institution in general and the graduate program in particular. Furthermore, the University is committed to the integration of graduate students into the social and cultural fabric of campus and community life.

Objectives

Graduate study at Salisbury University provides baccalaureate degree holders from both the U.S. and abroad with opportunities for professional advancement and personal enrichment. The graduate curriculum is designed to assist such students in attaining greater mastery of their fields of specialization, improving skills in pursuing independent study, and increasing professional knowledge and ability through the study of new findings in areas of special interest.

The University especially recognizes its obligation to baccalaureate degree holders residing on the Delmarva Peninsula and strives to offer constructive coursework at the graduate level designed to meet their specific needs throughout the year.

ADMISSION TO A GRADUATE DEGREE PROGRAM

Applications for admission to graduate degree programs are considered from individuals who have earned baccalaureate degrees from regionally accredited institutions of higher learning, institutions accredited by the Maryland Higher Education Commission, or commensurate international institutions. Students seeking admission to graduate programs with the intent of completing a master's degree or certificate program can obtain application materials from the Admissions Office or the SU Web site www.salisbury.edu/apply/GradApp.pdf). Students not seeking degrees should refer to the "Non-Degree Student Enrollment" information in this section of the catalog. Students seeking information about master's degree programs should contact the appropriate program director or access "Graduate Degree Programs" on the SU Web site (www.salisbury.edu/gradstudy/index.html).

To apply for graduate admission, applicants must:

1. submit a completed Application for Graduate Program Admission, with the application fee, to the Office of Admissions;
2. have official transcripts sent to the Office of Admissions from EVERY college and university attended unless otherwise noted by the department;
3. if seeking in-state tuition, submit a completed Residency/Domicile Information form to the Office of Admissions; and
4. submit the additional documentation, specified by the applicant's degree program, to the appropriate graduate program director.

Once these documents arrive, the student's file will be forwarded to the appropriate graduate program director. When all required program-specific forms and documents arrive in the graduate program office, the program director will complete the application evaluation and notify the applicant of the admission decision. It is the applicant's responsibility to verify that all required forms and documents have arrived at the University.

Students enrolled in the last semester preceding their graduation from undergraduate study will be reviewed for graduate admission provided their most current transcripts are available. Admission to a graduate program may be granted, contingent upon completion of the bachelor's degree prior to entering graduate study at SU. Admission to the University is granted without regard to race, color, religion, national origin, sex, age, marital status, disability or sexual orientation.

NON-DEGREE STUDENT ENROLLMENT

Eligible students who wish to enroll as non-degree graduate students (not formally admitted to a graduate degree program) are not required to complete a formal application for admission and may schedule up to two graduate classes per term. These students must have official transcripts sent to the Admissions Office from the baccalaureate granting institution (specifying their bachelor's degree major) and all institutions attended for graduate study, and register for classes with the Registrar's Office. Once the required official transcripts arrive, non-degree students may continue to enroll in graduate classes by submitting a completed registration form to the Registrar's Office.

To facilitate non-degree students' ease in scheduling classes, the arrival of transcripts may be delayed up to the end of the student's first semester at SU. However, students must have their transcripts sent as quickly as possible as they may be necessary for scheduling purposes. If the official transcript(s) does not arrive in the Admissions Office by the end of their first term, students will not be allowed to schedule additional graduate classes or have graduate transcripts sent from SU.

Certain graduate courses are available only to students formally admitted to a degree program. (Refer to the individual course descriptions for more information.)

CONTINUOUS ENROLLMENT

Students admitted to graduate degree programs must maintain continuous enrollment by completing at least one graduate course every calendar year. Admitted students who do not complete at least one graduate course each calendar year are automatically withdrawn from their graduate degree program and must apply for readmission.

READMISSION OF GRADUATE STUDENTS

Students admitted and matriculated into a graduate degree program must complete at least one SU graduate course in a calendar year (including the fall, winter, spring and summer terms) to maintain their admitted status. Students who fail to complete at least one SU graduate course in a calendar year and wish to re-enter the graduate program, must request to be reactivated through the Registrar's Office. All students seeking reactivation must:

1. have official transcripts sent to the SU Admissions Office from all institutions attended since last leaving SU;
2. complete the Reactivation Application and take it to the graduate program director for authorization to be reactivated; and
3. if a resident of Maryland, complete the Residency Form and submit it with the Reactivation Application.

There is no processing fee for reactivation. However, students who have not completed a course credited to a graduate degree program at SU for seven or more calendar years must submit a new application for admission along with the application fee. They must also submit the documents specified in items one and three (if appropriate) above.

ADMISSION OF INTERNATIONAL STUDENTS

International students who demonstrate graduate ability and proficiency in the English language may be offered admission. International students should submit all required documents by May 1 for fall admission and September 1 for spring admission.

The University requires the following documents for graduate admission:

1. Application for Admission Graduate Programs
2. University International Student Application Supplement
3. Official or certified true copies of all grade reports, diplomas and academic records (Documents should include a copy in the original language, along with an English translation.)
4. University Declaration of Finances form
5. Contact individual programs for additional application requirements.

Applicants whose native language is other than English must take the Test of English as a Foreign Language (TOEFL) and have official results sent to the Office of Admissions. A minimum score of 550 on the written exam or 213 on the computer exam is required. TOEFL information may be obtained by contacting: TOEFL, P.O. Box 6151, Princeton, NJ 08541-6151, USA, or on the Web at www.toefl.org.

All documents must be sent directly to the Admissions Office by the institution that provided each official document.

International graduate student applicants may be required to have their credentials reviewed by professional, external evaluators identified by Salisbury University. If such external review is necessary, appropriate forms will be sent to applicants early in the admission process. International students must be admitted to a degree program before the immigration document (I-20) will be provided.

REGISTRATION

To receive academic credit for coursework, students must be officially registered. Students must register during the periods indicated in the academic calendar. Late registrants are required to pay a late fee. The University reserves the right to discontinue any course or course section for which there is insufficient enrollment. Students should refer to the University Web site for details regarding registration procedures and course offerings.

TRANSFER CREDIT

Graduation from an SU graduate program requires that a minimum of 21 semester hours of the program-required credits must be satisfactorily completed at SU. Some graduate programs require more than 21 semester hours of the program-required credits be satisfactorily completed at SU. Students are advised to refer to the appropriate program description in this catalog.

On the recommendation of the faculty advisor and with the approval of the master's degree program director, a student may transfer graduate credit from other regionally accredited institutions, providing these credits are directly related to the student's program of study, approved by the student's program director, found acceptable for graduate degree credit by the offering institution, and confirmed by an official transcript showing graduate credit earned with a minimum grade of B. All SU programs have a specific maximum transfer credit allowance; see appropriate program description.

Current students planning to earn graduate credit at another institution for possible transfer toward master's degree requirements at Salisbury University must first complete a Permission to Study at Another Institution Form and receive authorization from both the program director and registrar's representative. Students should provide a copy of the course title and description, course syllabus, and the number of semester hours of instruction, so that a decision can be made in advance regarding the acceptability of the course for transfer. In each case, the student should make certain that the course is deemed graduate level by the offering institution. No credit will be awarded for any course completed without prior approval.

Coursework earned through correspondence is not eligible for transfer. Transfer credit completed more than seven years prior to the date of graduation will not be counted toward a graduate degree (see "Time Limitation"). Transfer credit that has been applied to one graduate degree may not be applied to a second graduate degree.

The cumulative grade point average of each student will be calculated *only* on coursework completed at Salisbury University.

INTER-INSTITUTIONAL REGISTRATION

Credit earned through Inter-Institutional Registration with other University System of Maryland institutions will be accepted as credit earned at Salisbury University. Coursework and grades earned will be applied toward graduation requirements at Salisbury University, and will be counted in the SU grade point average.

Graduate students who wish to participate in the Inter-Institutional Registration Program may register at SU using the University System of Maryland Application for Inter-Institutional Enrollment form available at the Registrar's Office. The policies and procedures for this program are also available at the Registrar's Office.

FACULTY ADVISORY SYSTEM

Upon admission to a master's degree program, students are assigned appropriate faculty advisors who help them develop a valid plan of study and, once the students have met program requirements for their master's degree, recommend them for graduation to the appropriate program director.

Students are ultimately responsible for formulating plans of study which satisfy University and master's program requirements, while meeting personal and professional goals. To develop and schedule such plans of study effectively, students should meet with their faculty advisors upon admission to the degree program, periodically throughout the program and at the start of the semester prior to the awarding of the degree. Where students and faculty advisors agree on deviations from the prescribed programs of study, such changes must be approved in writing by the advisor and program director. Non-degree graduate students considering application to graduate degree programs are encouraged to seek advisement from the appropriate graduate program director.

CATALOG SELECTION

Students admitted to master's degree programs are generally allowed to satisfy graduation requirements as stated in any single catalog of the University that satisfies all of the following conditions:

1. The catalog selected is in effect for the semester of the student's formal admission to a master's degree program, or any subsequent catalog in force while enrollment within the program is maintained, provided it does not predate the student's year of graduation by more than seven years.
2. The catalog selected meets all requirements imposed by external agencies.
3. The catalog does not require the University to retain and/or provide discontinued policies, curricula, special facilities or resources unnecessary for the completion of the existing academic program.

TIME LIMITATIONS

All work applied to a master's degree, including transfer credits and thesis, must be completed within seven calendar years after the date on which the first course meeting degree requirements was completed. Any course completed more than seven years prior to the final completion date of all graduation requirements cannot be used toward graduation.

All grades earned, however, will be used in figuring grade point averages regardless of when the work was completed. The grades from all transfer courses will be included in the GPA calculated for admission or readmission, and the grades from all SU courses will be included in the GPA calculated toward graduation.

FULL-TIME AND PART-TIME ENROLLMENT STATUS

Full-time status during the fall and spring semester requires enrollment in a minimum of nine graduate semester hours (six hours for graduate assistants). Full-time status in the winter and summer terms requires enrollment in a minimum of six graduate semester hours.

Half-time status during the fall and spring semester requires enrollment in a minimum of five graduate semester hours. Half-time status in the winter and summer terms requires enrollment in a minimum of three graduate semester hours.

Overload requests for course loads in excess of 12 hours during the fall or spring semester, nine hours during the summer term or six hours during the winter term, must be approved by the program director.

CLASS ATTENDANCE

Students are expected to attend all class meetings of courses for which they are registered, unless informed otherwise by the instructor concerned. Frequent unexcused absences, together with unsatisfactory work due to absence, may result in exclusion from the course. Individual professors may have requirements that are outlined on the course syllabi that also must be met by students taking the course.

COURSE NUMBERING SYSTEM: GRADUATE CREDIT

Courses at the 500 and 600 levels offer graduate credit exclusively. Some graduate courses are cross-listed with undergraduate 400 level courses. Graduate students enrolled in cross-listed courses are expected to do graduate-level work and to meet requirements more rigorous than those established for undergraduates. It is the responsibility of the instructor to define the precise quality and quantity of work expected from members in their classes.

GRADING SYSTEM

A four-point grading system is used to identify the quality of academic work. The grade of A carries 4.0 quality points per credit hour, B+ carries 3.5 points, B carries 3.0 points, C+ carries 2.5 points, C carries 2.0 points, D carries 1.0 points and F carries no points. A cumulative grade point average of 3.0 on all graduate work taken at the University is required for graduation.

Grades will indicate academic achievement as follows:

Grade	Quality Pts.	Evaluation
A	4.0	Excellent
B+	3.5	Very Good
B	3.0	Good
C+	2.5	Below Standard
C	2.0	Unsatisfactory
D	1.0	Poor; no credit toward degree allowed
F	0.0	Failure
AU	0.0	Audit; approved attendance without credit
I	0.0	Incomplete
IP	0.0	In Progress; used for grading on-going projects and independent studies; will be converted to letter grade upon completion
NR	0.0	Grade not reported by instructor
W	0.0	Withdrawal
WP/WF	0.0	Withdrawal Passing/ Withdrawal Failing
R	0.0	Repeated Grade; "R" preceding a grade denotes that the course has been repeated
I_	0.0	Inactive Grade; "I" preceding a grade denotes that the grade is not calculated in the GPA and cannot be applied to the graduate program

The cumulative GPA is calculated by dividing the total quality points earned (QPTS) for all semesters by the applicable credit hours (QHRS).

The solitary symbol "I" denotes non-completion of course material for reasons beyond the student's control and is assigned only if the course deficiencies result from unavoidable circumstances. This symbol generally becomes a grade of F if the work is not made up prior to midsemester of the next full semester for which the student is enrolled, or at the end of one calendar year, whichever is earlier.

The symbol "W" denotes that the student officially withdrew from individual courses or from the University during the schedule adjustment period of the term or semester for which the courses were scheduled. (For specific dates, students should refer to the University's "Academic Calendar.") At the end of the schedule adjustment period, students may no longer withdraw from individual courses but must withdraw completely from the University to avoid receiving F grades. For students who withdraw completely from the University after schedule adjustment, the symbol "WP" (withdraw passing) or "WF" (withdraw failing) is assigned to each class to denote the student's achievement at the time of withdrawal. These grades are non-punitive, however, and will not be calculated in the student's grade point average.

Auditing Courses

Full tuition and fees must be paid for audited courses. Audited courses may not be counted as part of the students' load, and may not be applied toward the completion of any program requirement or toward the master's degree. Changes in registration, to or from audit, are permitted only during the drop/add period. Students auditing courses are expected to attend classes or laboratories in accordance with the established class attendance policy. Students who do not attend class will receive a grade of "W."

Repeating Courses

While students may not receive credit more than once for courses that cover the same content, it may be possible for students to repeat courses in order to improve their grade point average. However, the last grade received for a course (whether the grade is higher or lower than the original grade) is used to compute a student's cumulative grade point average. All graduate programs have strict limitations on the number of courses that may be repeated. No program permits more than two course repetitions for the purpose of grade improvement. Some permit fewer than two. Students should consult their specific graduate program for policies concerning the repeating of courses.

In some instances students may repeat special topics courses offered under like course codes if allowed by the department.

Challenge Exams

Challenge exams will not be recognized for graduate credit at Salisbury University except for the Master of Business Administration and the Master of Social Work programs that use challenge exam credit to establish competence in designated foundational courses.

ACADEMIC STANDARDS

To remain in good academic standing, graduate students must maintain a cumulative grade point average of at least 3.0 for all graduate courses. Graduate programs vary as to their policies regarding grades below B. No program permits more than two grades below B to count toward a degree. Some permit fewer than two. Students should consult the policies of their specific graduate programs for further information about program academic standards.

Students whose cumulative average falls below 3.0 will be placed on academic probation for a maximum of one calendar year and allowed nine semester hours, which includes a repeated course, to return their grade point average to 3.0. During probation, students are dismissed if they do not improve their grade point average following each term they complete a class or it is determined they cannot return their grade point average to at least 3.0 by the conclusion of the nine semester hours or one calendar year. All students who return their grade point average to at least 3.0 during the probationary period will be returned to good academic standing. Students in graduate degree programs will be informed of probationary status or dismissal by the school dean or program director. Non-degree students will be informed of probationary status or dismissal by the provost.

In exceptional circumstances, students dismissed for academic deficiency may be considered for readmission to their graduate degree program or to another master's degree program. *In no case will such readmission for graduate study be granted prior to one calendar year following the term of dismissal.* These students must submit the application for reactivation to the Registrar's Office at least 90 days prior to the term for which admission is desired. A letter providing the reasons for lack of previous academic success and indicating why acceptable academic performance should be expected in the future must accompany each application. The director of the appropriate degree program will make the final readmission decision.

Appeal and Grievance Process

Graduate students may appeal decisions made under the academic policies and regulations set forth in this catalog. Prior to initiating the appeal and/or grievance process, students should confer with their faculty advisor/program director. Students may choose either or both an "informal" and/or a "formal" process. In the informal process, a classroom-related appeal or grievance is heard first by the instructor. A program-related appeal is heard by the program director. The informal appeal and grievance processes proceeds from instructor to program director to department chair (if the student's program is housed within one department) and finally to the school dean. Procedures for handling formal appeals and grievances are listed in the *Student Handbook*.

Academic Integrity

Integrity is a principle which permeates all the activities of the University and which guides the behavior of faculty, students and staff. The principle of academic integrity is manifested in a spirit in which truth is pursued, in a process by which students learn about the concept of integrity, and in a procedure for determining individual accountability for the standard of integrity. The spirit of academic integrity denotes adherence to the precept that "one's work is one's own." The process by which integrity is upheld assumes clear communication of University expectations, standards, and policies and clear communication of students' and faculty's rights and responsibilities.

Academic misconduct, a breach of academic integrity, may include but is not limited to the following:

- Plagiarism—presenting as one's own work, whether literally or in paraphrase, the work of another.
- Cheating on exams, tests and quizzes—the wrongful giving or accepting of unauthorized assistance, the giving or taking of unauthorized exam material, and/or the use of illegitimate sources of information.
- Illicit collaboration with other individuals in the completion of course assignments.
- The use of fraudulent methods or communications related to laboratory, studio, field work or computer work.
- Other acts generally recognized as dishonorable or dishonest which bear upon academic endeavors.

Procedures for handling cases of academic misconduct are listed in the *Student Handbook*.

GRADUATE FINANCIAL ASSISTANCE

(See Financial Aid section for additional information.)

A limited amount of financial aid in the form of graduate assistantships from the University and scholarships from the Maryland State Scholarship Administration (Maryland residents only) is available each year to selected graduate students. Students applying for aid must complete the Free Application for Federal Student Aid (FAFSA) and indicate Salisbury University (title IV code of 002091) to receive the results. Students may also apply online at www.fafsa.ed.gov. Information concerning such assistance may be obtained from the Financial Aid Office.

The type of aid available to graduate students includes:

▸ Rick Dudley Scholarship Fund for Graduate Students with Disabilities

The first Salisbury University Foundation, Inc. scholarship for graduate students, the Rick Dudley Scholarship Fund for Graduate Students with Disabilities, provides assistance for disabled scholars. This scholarship program is a continuation of the Dudley family's abiding faith in the power of education to change lives.

The Dudley Scholarship provides varying scholarship amounts to assist in a variety of situations. Full-time graduate students can receive $5,000 per year for up to three years; part-time graduate students enrolled in four to six credit hours per semester can receive $3,000 per year for up to four years; and part-time graduate students enrolled in three or fewer credit hours per semester can receive $1,500 per year for up to four years. Applicants must meet the requirements of acceptance into a graduate program at Salisbury University and remain enrolled and in good standing in a graduate

▸ William D. Ford Direct Loan Program:

The Ford Direct Loan Program is available to students whose classification is a graduate master's degree seeking student and enrolled in at least six credit hours per semester. program.

▸ Graduate Assistantships

Salisbury University offers a number of graduate assistantships on a competitive basis. Information and application forms may be obtained from the school deans or graduate program directors. Completed forms, including required supporting documents, should be returned to the appropriate dean(s) or graduate program director(s) as early as possible preceding the academic year or semester for which an assistantship is sought.

Graduate assistants are eligible to receive a salary and tuition waiver of up to 18 credits per year (fall, winter, spring, and summer I and II). To be eligible for the tuition waiver students must enroll for a minimum of six credits in both the fall and spring terms. Tuition is waived only for courses applicable toward master's degree requirements. The waiver of tuition does not include waiver of fees.

Assistantships are generally awarded for one semester, beginning in the fall, and may be continued in the spring semester, based on the recommendation of the dean, department chair or graduate program director.

Return of Title IV Funds Policy

The federal government's policy states that if a Title IV aid recipient (Direct Stafford Loan, Direct PLUS Loan, Carl Perkins loan, Pell Grant, SEOG) withdraws from the institution, either officially by withdrawing through the Registrar's Office or unofficially by dropping out, during a period of enrollment in which the recipient began attendance, the institution must calculate the percentage and amount of Title IV assistance the student did not earn and return those funds to the Title IV programs. Once 60 percent of the enrollment period has elapsed, 100 percent of the aid is determined to be earned and no calculation is required.

GRADUATE TUITION AND FEES

Tuition and fees for each semester may be changed and new ones established at any time by action of the Board of Regents of the University System of Maryland. Please refer to the Cashier's Office Web site, www.salisbury.edu/admin/cashiers/, for a complete listing of tuition, fees, and special course fees and other related expenses, as well as current prices. All fees including those incurred by students for miscellaneous items such as lost library books and fines, parking fines, lost athletic equipment, telephone charges, disciplinary fines and damage to University property are also defined as "mandatory fees."

CHANGE OF NAME/STUDENT NUMBER

Students wishing to change or correct their name, Social Security number or other biographical information should contact the Registrar's Office for current policies and procedures.

CHANGE OF ADDRESS

Students must keep the University apprised of changes to their permanent, billing and local addresses and telephones by notifying the Registrar's Office on a timely basis.

SOCIAL SECURITY NUMBER

All students are asked to submit their Social Security number. International students are encouraged to file for a Social Security number, although they are not eligible for Social Security benefits. The Social Security number is used as a resource to identify the student for administrative and financial records.

Students' disclosure of their Social Security number is voluntary. The student Social Security number is only released to agencies or individuals outside the University at the request of the student or in accordance with federal and state requirements in regard to financial aid awards, Internal Revenue Services for student employee salary reporting and state comptroller's debt collection procedures.

OFFICIAL WITHDRAWAL AND REFUND PROCEDURES

Students are urged to note this information with care.

A graduate student who finds it necessary, after registration, to drop a part of his/her course load, or to withdraw from the University completely for that term, should in all cases complete the official drop or withdrawal form and submit it to the Office of the Registrar. This assures the student that any refund due will be processed automatically, and that the change of registration will become a matter of record.

Students failing to comply with regulations governing official withdrawal and/or dropping of courses will receive a grade of F for courses from which they withdraw or drop unofficially, and will forfeit all right to refunds which might otherwise be made.

Detailed procedures for official withdrawal from the University and official dropping of courses, including deadlines for submitting forms necessary for the disbursement of refunds, appear regularly in the *Registration Bulletin* published each term.

APPLICATION FOR DIPLOMA

It is the responsibility of the individual graduate student to check with his/her faculty advisor to make sure that all degree requirements have been fulfilled and to make the necessary arrangements with the Office of the Registrar for graduation.

Each degree candidate must make application for his/her diploma. The Application for Diploma is available in the Office of the Registrar and must be completed and returned to the Registrar's Office. Deadlines are posted on the Registrar's Office Web site. If the student fails to file the Application for Diploma by the posted deadline, graduation may be delayed one semester. Any student who finds it necessary to postpone graduation must submit a new Application for Diploma to the Office of the Registrar.

TRANSCRIPTS AND CERTIFICATION OF COMPLETION OF DEGREE REQUIREMENTS

Transcripts of graduate records and certification of the completion of degree requirements may be obtained by contacting the Registrar's Office. Certification of completion of degree requirements will be made only after all requirements are, in fact, completed and after the Application for Diploma is submitted. All financial obligations to the University must be met before a transcript is issued.

PROFESSIONAL CERTIFICATION

Requirements for the various teaching and administrative state certificates change from time to time and are determined by agencies other than the University. Therefore, the University cannot guarantee that a particular graduate program will automatically fulfill requirements for any of the various certificates available. Students seeking such certification are advised to consult a certification specialist within their state department of education or state board of nursing for information on the particular certification requirements they may wish to meet.

GRADUATE STUDENT ASSOCIATION

The Graduate Student Association helps to promote social, academic and professional opportunities for all graduate students at Salisbury University. The GSA also acts as a liaison between the Graduate Council (the administrative and graduate faculty governing body of graduate programs) and the graduate student body. The GSA works closely with the Graduate Council to promote quality programs and services for graduate students.

The Graduate Student Association at Salisbury University is a member of the National Association of Graduate and Professional Studies and the Association for the Support of Graduate Students. It is open to all graduate students at the University. The campus address is graduate study coordinator, Office of Admissions, Salisbury University, Salisbury, MD 21801. The e-mail address is gsa@salisbury.edu. Information on GSA meetings, activities and services for graduate students is available.

GRADUATE COUNCIL

The Graduate Council recommends academic policies and procedures to the administration of the University and serves as an advisory board to review appeals on matters concerning the interpretation of regulations governing graduate study and the degree programs as related to the University as a whole. The council approves all changes in the graduate curriculum, evaluates trends in graduate education and makes recommendations to the administration concerning the mission of graduate education and the utilization of resources within the University to meet the needs of its graduate constituency.

See www.salisbury.edu/gradstudy for further information.

Continuing Education

Salisbury University provides traditional and non-traditional courses to the community. The University offers flexible educational programs through day and evening courses, extension courses, non-credit courses, winter terms, summer sessions, workshops/conferences, short courses, institutes, undergraduate and graduate courses and other types of educational/experimental experiences, both on and off campus.

Goals

The goals of continuing education at Salisbury University are as follows:

1. Identify community educational needs and interests for use in new and ongoing program development.
2. Contribute to the advancement of essential skills, training, knowledge and information through the Professional Development Institute.
3. Provide educational experiences that encourage intelligent action in response to social, economic and political issues.
4. Provide opportunities to continually update and/or upgrade professional skills.
5. Provide a variety of activities relating to personal and cultural development.
6. Provide increased educational opportunities at suitable locations and hours convenient to those who may participate.

Continuing Education Units (CEU)

Salisbury University uses the Continuing Education Unit (CEU) for selected offerings in the Non-credit Continuing Education Program. The CEU is a nationally accepted method for recognizing, identifying, measuring and rewarding participation in non-credit certificate programs and special courses of varying lengths that are not part of the regular undergraduate or graduate degree programs. The CEU is defined as "10 contact hours of participation in an organized continuing education experience under responsible, sponsoring, capable direction and qualified instruction." Professional and personal growth may be assessed in this manner. Courses for which CEU credit will be awarded are designated with the CEU initials.

Registration of Auditors and Undergraduate Non-Degree Students

Community members who have not earned a degree and wish to enroll for a limited number of undergraduate courses in the non-degree program during the academic year must register through the Registrar's Office. Undergraduate courses open to non-degree students appear in the schedule of classes for the fall and spring semesters, winter terms and summer sessions. Information regarding registration procedures and deadlines is available in the Registrar's Office, 410- 543-6150.

Graduate Non-Degree Students

Non-degree graduate students who have never been admitted to a graduate degree program at SU do not need to submit an application or application fee. These students must have official transcripts sent to the Admissions Office from the baccalaureate granting institution (specifying their bachelor's degree major) and all institutions attended for graduate study, and register for classes with the Registrar's Office. Once the required official transcripts arrive, non-degree students may continue to enroll in graduate classes by submitting a completed registration form to the Registrar's Office.

To facilitate non-degree students' ease in scheduling classes, the arrival of transcripts may be delayed up to the end of the student's first semester at SU. However, students must have their transcripts sent as quickly as possible as they may be necessary for scheduling purposes. If the official transcript(s) does not arrive in the Admissions Office by the end of their first term, students will not be allowed to schedule additional graduate classes or have graduate transcripts sent from SU.

A maximum of nine semester hours of credit earned prior to formal admission to a master's degree program at SU may be applied toward graduation requirements for that degree. Certain graduate courses are available only to students formally admitted to a degree program. (Refer to the individual course descriptions for more information.)

University Expenses

www.salisbury.edu/cashiers

NOTE: Notwithstanding any other provision of this or any other University publication, the University reserves the right to make changes in tuition, fees and other charges at any time such changes are deemed necessary by the University and the University System of Maryland Board of Regents. Please refer to the Cashier's Office Web site, www.salisbury.edu/cashiers, for a complete listing of tuition, fees, room, board, and special course fees and other related expenses, as well as current prices. All fees including those incurred by students for miscellaneous items such as lost library books and fines, parking fines, lost athletic equipment, telephone charges, disciplinary fines and damage to University property are also defined as "mandatory fees."

GULL CARDS (IDENTIFICATION CARDS)

All students enrolling for the first time at the University must have a Gull Card (ID) made. Continuing students use the card they have as long as they are registered students—the card is reactivated each time students enroll for classes. The Gull Card is used by students to access their residence halls, meal plans, Blackwell Library and their declining balance account funds. Once a student places money in their declining balance account the Gull Card can be used to make purchases at the Book Rack, Commons dining facility, food carts, Office of Publications, University Police, Copy Center, vending machines, laundry services and off-campus merchants who accept the Gull Card. A replacement fee of $25 is charged for lost/stolen or damaged/worn cards. Students may obtain their Gull Card by visiting Holloway Hall Room 216, Monday-Friday, 8 a.m.-4:30 p.m. For further information please call the Gull Card Office at 410-543-6053 or e-mail gullcard@salisbury.edu.

RESIDENCY DETERMINATION

Residency determination is made upon admission and/or enrollment. The complete "Policy on Student Residency Classification for Admission, Tuition and Charge Differential Purposes" is located in Appendix B.

STUDENT CLASSIFICATION

For tuition and fee purposes, a full-time undergraduate student is a student taking 12 or more credit hours each semester. Any student (regardless of classification or designation) taking 12 or more credit hours a semester is required to pay the full-time tuition and fees listed. A part-time student is a student taking 11 or fewer credit hours per semester for undergraduate or graduate credit. Any student (regardless of classification or designation) taking 11 or fewer credit hours a semester is required to pay the part-time tuition and fees itemized.

Students taking courses for audit or pass/fail or courses without credit designation will receive assigned equivalency credit hours for tuition and fee purposes.

ROOM AND BOARD

Those students who have made residence hall reservations must claim their room no later than 5 p.m. on check-in day. Students who cannot meet this schedule must call the Office of Housing and Residence Life to request alternative check-in information.

EXPLANATION OF FEES

▸ Athletics

Funds from this fee are assigned to the Department of Intercollegiate Athletics and are used in implementing a well-rounded athletics program at the University. Athletics fees offset expenses incurred in the purchase of consumable supplies for varsity sports, the transportation of athletics teams, payment for athletics officials and numerous other services.

▸ Facilities

Funds from this fee support major renovation and/or construction projects not funded by the State of Maryland.

▸ Guerrieri University Center

Funds from this fee support the Guerrieri University Center programs and operations.

▸ Intramural

Funds from this fee are used to implement a well-rounded intramural program at the University.

▸ Student Activities

Activity fund fees are used to help meet expenses in connection with various social functions, student publications, dramatic productions and the other duly authorized student activities which take place during the academic year.

▸ Technology

Technology fee funds are used to enhance the technology infrastructure for the student body.

▸ Motor Vehicle Registration

Students who operate motor vehicles on the University campus must register these vehicles with the Parking Services Office, located in the East Campus Complex, and pay a parking fee. Parking permits are non-transferable.

ADDITIONAL EXPENSES

Books and Supplies

Books and classroom supplies may be purchased at the University bookstore, the Book Rack. Expenses will vary with the cost of books and other materials required for particular courses.

Special Courses

Certain courses require enrolled students to pay additional fees for special services and/or materials. All special course fees will be assessed and collected through normal student accounts receivable procedures. **No fees should be paid directly to academic departments or individuals.**

PAYMENTS AND ADJUSTMENTS

Advance Payments

Candidates seeking admission to the University must pay a $45 **nonrefundable** application fee when they submit the Admission Application. The application fee is not applied to any tuition or fees. After evaluation and review by the Admissions Office, the candidate is notified of status regarding admission. If accepted for admission, the student will receive (with the acceptance letter) a bill for an advance payment of $200, payable immediately, to assure the student placement in the appropriate class at time of entry. The $200 advance payment is nonrefundable but will be applied toward payment of the total tuition and fees which are due before the first day of classes. If the student fails to register, the $200 advance deposit is forfeited at the close of the late registration period as set forth in the official University calendar.

Students offered housing must pay an advance room and board deposit of $300 or greater to guarantee their room for the next academic year. This deposit will be applied to the total bill during the second semester of the year. The contract is for the entire academic year (two semesters).

Students may cancel room and board reservations by petitioning for release from their contract. The petitions must be in writing to the director of housing and must be postmarked by June 1 for the fall semester. For first-time students applying for the spring semester, the deposits are refundable if requested by December 1. The Housing/Residence Life Office will replace the petitioner with a student from the waiting list if possible. If not, the petitioner will forfeit the deposit, as well as incur a surcharge of $300.

Payments to the University

Student tuition and fees for pre-registered students are due and payable to the University prior to the beginning of each semester on or before the date shown on the bill. For students initially enrolling during open enrollment, payment for the term is due no later than the last day of drop/add. Similarly, pre-registered students who paid their initial bill but make changes during open enrollment that cause additional charges to their student account have until the end of drop/add to pay those additional charges. Students who do not observe the payment due date for any academic term will be charged periodic late fees. Students not attending should access their GullNet student account and drop all classes in which they are enrolled. **Non-payment of and/or non-response to a bill does not constitute a withdrawal from the University.**

Payment may be made, using ACH transfer or credit card, through the student's GullNet account at www.salisbury.edu/gullnet. Credit cards accepted for payment of the semester bill are MasterCard, Discover and American Express. A 2.4 percent convenience fee is assessed for any credit card payment for tuition and fees. There is no fee for ACH transfer. Checks and money orders made payable to Salisbury University may be used when paying by mail. The mailing address for payments is Salisbury University, P.O. Box 2195, Salisbury, MD 21802-2195. Cash, checks and money orders are also accepted at the Cashier's Office, Holloway Hall Room 219, Monday-Friday between the hours of 8 a.m.-5 p.m.

Salisbury University has partnered with Sallie Mae to give students the option of spreading their semester payments over a longer period of time by enrolling in a payment plan. To do so, visit www.tuitionpay.com.

Tax Relief Act of 1997

Two new post-secondary education tax credits have been included as a part of the Taxpayer Relief Act of 1997: the Hope Scholarship Tax Credit (effective January 1, 1998) and the Lifetime Learning Tax Credit (effective July 1, 1998). These laws may allow a tax credit for some higher education expenses. To ascertain whether or not a student qualifies for this benefit, it may be advisable for the student and/or parent to consult a tax professional; the University cannot provide students and/or parents with tax advice.

Returned Checks

Article 27, Section 142 of the Annotated Code of Maryland states that anyone who obtains money, etc., by bad check is subject to prosecution. All checks returned to Salisbury University by the bank as "unpaid" (this includes checks on which payment has been stopped) must be paid within seven days of the University's notification to the student. If restitution has not been made within the allotted time, the maker of the check may be subject to prosecution. A $25 returned check fee is charged by the University (in addition to the face value of each check) to cover the costs of handling returned checks.

Should it become necessary to remand a debt to the Central Collection Unit of the State of Maryland, a collection fee of 17 percent or greater will be imposed and added to the principal balance. **The University reserves the right to deny services to any student who has an account in arrears. This may include, but not be limited to, denial of registration and transcript privileges.**

Eligibility for Refunds

To be eligible for any type of refund, a withdrawing student must do the following:

1. Access their GullNet account and drop all classes in which they are enrolled.
2. Submit a completed withdrawal form to the Office of the Registrar.
3. Notify the Office of Housing and Residence Life (if a resident student) of room cancellation.
4. Turn in the student ID card to the Identification Office.

No refund will be processed unless the student complies with the withdrawal procedures stated above.

Refunds are based on the date on which the withdrawal form is filed with the registrar. Failure to file the official notification will result in a forfeit of all right to refund. No withdrawals will be backdated. Students whose housing contracts and meal plans are terminated for disciplinary reasons are not eligible for refunds. Students dismissed by the University for disciplinary reasons are not entitled to any tuition or fee refunds.

The cost of repairs and/or replacement of any University property damaged by the student will be deducted from any refunds due the student. Damaged property will be inspected by the Physical Plant Office and a determination will be made of repair or replacement costs prior to any refund. Students also will be liable for common area damage assessed by the Office of Housing and Residence Life at the end of each semester.

Refund Policy

Refunds are made based on the following criteria, except for aid recipients who fall under the Return of Title IV Funds Policy guidelines which may be found in the Financial Aid Information section of this catalog:

1. Students who withdraw from the University by the end of the official drop/add period for each session receive a refund of all tuition, fees, room and board except the $200 acceptance fee for new students, the $300 advance room deposit, a $300 breach of housing contract fee, the per meal rate for meals eaten prior to a board plan's being dropped, and a $50 administrative fee.
2. Those who withdraw from the end of the official drop/add period through the 14th calendar day of classes receive a refund of 80 percent of tuition, room and board. No fees shall be refunded.
3. Students who withdraw from the 15th calendar day until the end of the third week of classes receive a refund of 60 percent of tuition, room and board. No fees shall be refunded.
4. Students who withdraw during the fourth week of classes receive a refund of 40 percent of tuition, room and board. No fees shall be refunded.
5. Students who withdraw during the fifth week of classes receive a refund of 20 percent of tuition, room and board. No fees shall be refunded.
6. Students who withdraw after the end of the fifth week of classes receive no refund of tuition, room or board.

Individuals who change their schedules from full-time to part-time status during the official drop/add period of the University will be entitled to credit based on the difference between the full-time tuition and fee charge and the part-time per credit hour tuition and fee charge.

The University refund policy is effective for students who withdraw from all courses and for those who drop courses by the end of the official drop/add period. It is not effective for students who withdraw from a portion of their scheduled courses during the schedule adjustment period. It also does not apply to the self-supporting terms (winter and summer). Questions regarding refunds should be directed to the Cashier's Office. Appeals for exceptions to this policy must be in writing to the Office of the Vice President of Administration and Finance, Holloway Hall Room 228, Salisbury University, P.O. Box 2195, Salisbury, MD 21802-2195.

Financial Aid

www.salisbury.edu/admissions/finaid

NOTE: Students applying for aid from Salisbury University who are eligible to apply for the Federal Pell Grant are required to do so before aid from the University will be awarded.

GENERAL INFORMATION

What is Financial Aid?

Financial aid is any grant, scholarship, loan or paid employment offered for the express purpose of helping a student meet educationally related expenses. Such aid is usually provided by or through federal and state agencies, foundations, corporations, and the colleges and universities themselves. Grants and scholarships are regarded as "gift" assistance and need not be repaid although they may carry certain provisions.

Loans are usually offered at low interest rates and can be repaid over an extended period after the student leaves the institution. Where aid is offered in the form of a job, the student is paid an hourly rate for work actually performed.

The amounts and types of financial aid that students receive are determined through federal, state and local guidelines, and are offered to students in combinations or "packages" designed to fit applicants' financial needs.

What is Financial Need?

Financial need is the dollar-amount difference between the funds students can provide and their University expenses. Salisbury University expects students and their parents to contribute to the fullest of their ability from income and assets in meeting University expenses. Financial aid is designed to supplement, but not replace, these primary resources. Therefore, the University's aid programs are based on the financial need of families. It is students' responsibility to apply for any additional scholarship for which they may be eligible.

ELIGIBILITY REQUIREMENTS AND PROCEDURES

To be eligible to apply initially for financial aid, students must meet the following criteria:

1. Be matriculated (formally admitted to the University).
2. Be enrolled in a degree-seeking program of study.
3. Be enrolled for at least part time.

Once students are studying at Salisbury University and wish to reapply for financial aid, they must meet the following qualifications:

1. Remain matriculated.
2. Remain enrolled in a degree-seeking program of study.
3. Continue making satisfactory academic progress.

All students must reapply every year for continuation of financial aid, and are required to report to the Financial Aid Office any new scholarships, loans, grants and earnings from employment not recorded on the original, initial financial aid application. This information is used to reassess students' financial needs and if needs are reduced, aid will be reduced accordingly. When aid must be reduced, the Financial Aid Office attempts to adjust the amount students will receive for the upcoming semester in that semester. But in cases where such adjustments cannot be made in time and students receive aid in excess of assessed need, the University bills students in the amount of the overaward.

Students who receive financial aid are notified in an award letter and must, in turn, notify the Financial Aid Office that they accept the aid awarded. Students who do not notify the office of their acceptance of aid awarded by the date indicated in the award letter are subject to aid cancellation.

GRADUATE FINANCIAL ASSISTANCE

A limited amount of financial aid in the form of graduate assistantships from the University and scholarships from the Maryland State Scholarship Administration (Maryland residents only) is available each year to selected graduate students. The William D. Ford Direct Loan Program is available to students whose classification is a graduate master's degree and are enrolled at least half time per semester.

GRADUATE ASSISTANTSHIPS

Each year Salisbury University offers a number of graduate assistantships on a competitive basis. Information and application forms may be obtained from the Admissions Office, Registrar's Office, school deans or graduate program directors. Completed forms, including required supporting documents, should be returned to the appropriate dean(s) or graduate program director(s) as early as possible preceding the academic year or semester for which the appointment is sought.

All graduate assistants will be eligible to receive a salary and tuition waver. Graduate assistants must enroll for a minimum of six credits, but no more than nine per semester will be covered by the tuition waiver. Tuition will be waived only for courses applicable toward master's degree requirements. The waiver of tuition does not include waiver of fees.

Assistantships are generally awarded for one semester, beginning in the fall, and may be continued in the spring semester, based on the recommendation of the dean, department chair or graduate program director.

RETURN OF TITLE IV FUNDS POLICY

The federal government's policy states that if a Title IV aid recipient (Direct Stafford Loan, Direct PLUS Loan, Carl Perkins loan, Pell Grant, SEOG, ACG, SMART) withdraws from the institution, either officially by withdrawing through the Registrar's Office or unofficially by dropping out, during a period of enrollment in which the recipient began attendance, the institution must calculate the percentage and amount of Title IV assistance the student did not earn and return those funds to the Title IV programs. Once 60 percent of the enrollment period has elapsed, 100 percent of the aid is determined to be earned and no calculation is required. For further information please visit the financial aid Web site.

APPLICATION PROCEDURES FOR UNIVERSITY FINANCIAL AID PROGRAMS

Students who wish to apply for financial aid must complete a Free Application for Federal Student Aid (FAFSA) indicating that Salisbury University (Title IV Code 002091) is to receive the information. Students may also apply online at www.fafsa.ed.gov. They may be asked to submit signed and dated copies of students' and parents' income tax forms from the previous year, as well as any other relevant information required by the Financial Aid Office. No application will be considered complete until all of these forms are received by the Financial Aid Office.

The University's financial aid deadline is March 1 for the following academic year. Students may apply as early as January 1 but no later than six weeks in advance of the deadline date. This allows time to process the FAFSA and have the results forwarded to the Financial Aid Office. Applications received after March 1 will be processed on a first-come, first-served basis. Although incoming freshmen and transfer students are not offered financial aid until they have been formally admitted to the University, they must meet the same application deadline. Immediate processing of new applications or announcements of results prior to the beginning of the school year cannot be assured; therefore, an alternate arrangement for bill payment should be made. If funds are still available, cases will be processed during the school year.

DISBURSEMENT OF FINANCIAL AID

Confirmed aid recipients who preregister (thereby generating an early bill) will receive financial aid credit directly on the statement of fees. Any balance still due the student after all charges have been deducted will be disbursed to the student as a refund check during the **first week of the classes each semester.**

Recipients who must register in person (thereby generating a bill at the time of registration) will receive any refund amount due after all charges have been deducted after the **first** month of classes (allow 40-60 days). Adjustments require additional time.

If the financial aid amount credited (or refunded) includes a Federal Carl Perkins Loan (FCPL), the recipient **MUST** sign the appropriate loan forms in the Business and Finance Office during the first full week of classes each semester. Recipients with FCPL credit who either receive no refund or have a "0" balance also **MUST** sign the loan forms before the end of the first full week of classes each semester. Each loan disbursement/credit requires a signature as receipt of the FCPL amount. Loan forms must be properly completed and signed by the deadline or the FCPL credit will be withdrawn and the recipient will be responsible for the FCPL amount previously credited. Students who do not have their bills cleared and finalized run the risk of having their classes canceled and permission withdrawn for registering the following semester.

FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS POLICY

Undergraduate Policy

Federal regulations require that institutions of higher education establish minimum standards of "Satisfactory Academic Progress" (SAP) for potential and current financial aid recipients. Financial aid applicants must comply with the Satisfactory Academic Progress Policy as a condition of initial or continued eligibility. Please note that your prior academic progress will be measured to determine your eligibility. The Financial Aid Office will review SAP at the end of each semester.

Financial aid programs which are affected by the SAP Federal Policy include: Federal Pell, Federal Carl Perkins Loan, ACG, SMART, Federal SEOG, Federal Work Study, Federal Direct Stafford Loan, Direct PLUS Loan, University Grant, Partnership for Success Grant and state grants/scholarships.

Satisfactory academic progress for undergraduates is measured in three areas: maintaining a satisfactory cumulative grade point average, successfully completing a required percentage of attempted credits and receiving a degree within a maximum timeframe.

▸ Minimum Cumulative Grade Point Average

Undergraduate students must maintain the required cumulative grade point average necessary for continued enrollment at Salisbury University. Therefore, they must maintain an academic standing consistent to the Undergraduate Scholastic Standards as outlined below:

Total Credits Earned (Including Transfer Credits)	Minimum SU Cumulative GPA
Fewer than 30	1.400
3-35	1.500
36-41	1.600
42-47	1.700
48-53	1.800
54-59	1.900
60 or more	2.000

▸ Minimum Credit Requirement

All undergraduate students must have successfully completed at least 67 percent of all credits attempted at SU.

How do I calculate my percentage completed?

An attempted credit includes graded courses (A, B, C, D, F) and non-graded courses (I, PS, S, CS, AU, W, WF, WP, NR, IP, RA, RB, RC, RD, RF, X, Advanced Placement, CLEP, Departmental Challenge Exams, International Baccalaureate Exams and Military Education Credit).

To calculate the percentage of credits you have completed, total all attempted SU credits and total all completed SU credits. (See the Repeat Course section in the University Catalog for further information regarding repeating of courses.) Then, divide the number of completed credits by the number of attempted credits.

Total Completed Credits/ Total Attempted Credits = Percentage Completed

Students placed on probation after the first occurrence for one or both of the above requirements (Minimum Cumulative Grade Point Average/Minimum Credit Requirement) must meet all SAP requirements after the next consecutive semester or financial aid eligibility will be terminated.

Maximum Time Frame

Undergraduate students seeking their first bachelor's degree must earn their degree, regardless of their program of study, within their first 180 attempted credits. Students who have not earned a degree within their first 180 attempted credits, whether they have previously received financial aid or not, will lose their financial aid eligibility.

What counts as attempted credits?

An attempted credit includes graded courses (A, B, C, D, F), non graded courses (I, PS, S, CS, AU, W, WF, WP, NR, IP, RA, RB, RC, RD, RF, XD, XF, Advanced Placement, CLEP, Departmental Challenge Exams, International Baccalaureate Exams and Military Education Credit) and all transfer credits accepted by SU. (Ex. John has 30 transfer credits accepted by SU and had registered for 15 credits at SU for the fall 2004 semester but only obtained 12 credits at the conclusion of the fall 2004 semester. His attempted credits are 45.)

Undergraduates Seeking First Bachelor's Degree

A financial aid eligibility termination letter will be sent to those students who have attempted more than 180 credits.

Undergraduates Seeking Second Bachelor's Degree

A financial aid eligibility termination letter will be sent to those students who have attempted (includes attempted credits/ transfer credits from first bachelor's degree) more than 270 credits.

Appeal Process

If a student is placed on probation, he or she does not need to appeal, because financial aid eligibility has not been revoked. A student who has had his/her financial aid eligibility terminated has the right to make a written appeal if extenuating circumstances exist and can be documented.

Additional Information

Academic dismissal or disciplinary suspension from SU will result in the automatic cancellation of financial aid eligibility.

Only matriculating students (formally admitted) can receive financial aid.

Students ceasing attendance at SU, either officially by withdrawing through the Registrar's Office or unofficially by dropping out, will have their financial aid adjusted in accordance with the Federal Return of Title IV Funds Refund Policy.

Graduate Policy

Federal regulations require that institutions of higher education establish minimum standards of "Satisfactory Academic Progress" (SAP) for potential and current financial aid recipients. Financial aid applicants must comply with the Satisfactory Academic Progress Policy as a condition of initial or continued eligibility. Please note that your prior academic progress will be measured to determine your eligibility. The Financial Aid Office will review SAP at the end of each semester.

Financial aid programs which are affected by the SAP Policy include the Federal Direct Stafford Loan and state grants/scholarships.

Satisfactory academic progress for graduates is measured in three areas: maintaining a satisfactory cumulative grade point average, successfully completing a required percentage of attempted credits, and receiving a degree within a maximum timeframe.

Minimum Cumulative Grade Point Average Requirement

Graduate students must maintain the required cumulative grade point average of at least a 3.00.

Minimum Credit Requirement

All graduate students must have successfully completed at least 67 percent of all credits attempted at SU.

How do I calculate my percentage completed?

An attempted credit includes graded courses (A, B, B+, C, C+, D, F,) and non graded courses (I, AU, W, WF, WP, NR, IP, RA, RB, RB+, RC, RC+, RD, RF and Departmental Challenge Exams).

To calculate the percentage of credits you have completed, total all attempted SU credits and total all completed SU credits. (See the Repeat Course section in the University Catalog for further information regarding repeating of courses.) Then, divide the number of completed credits by the number of attempted credits.

Total Completed Credits/Total Attempted Credits = Percentage Completed

Students placed on probation after the first occurrence for one or both of the above requirements (Minimum Cumulative Grade Point Average/Minimum Credit Requirement) must meet all SAP requirements after the next consecutive semester or financial aid eligibility will be terminated.

Maximum Time Frame Requirement

The federal government requires a graduate student to obtain his/her degree within a given time frame to remain eligible to receive financial aid. A student is allowed to have attempted up to 150 percent of the required credits for a graduate degree and still receive financial aid. The published length for a student to obtain his/her degree varies according to the degree sought. Refer to the your program director for the length required for the degree you are seeking.

What counts as attempted credits?

An attempted credit includes graded courses (A, B, B+, C, C+, D, F), non graded courses (I, AU, W, WF, WP, NR, IP, RA, RB, RB+, RC, RC+, RD, RF and Departmental Challenge Exams) and all transfer credits accepted by SU. (Ex. John has 3 transfer credits accepted by SU and had registered for 9 credits at SU for the fall 2004 semester but only obtained 6 credits at the conclusion of the fall 2004 semester. His attempted credits are 12.)

A financial aid eligibility termination letter will be sent to those students who have attempted more than 150 percent of the required credits necessary to obtain a degree.

Appeal Process

If a student is placed on probation, he or she does not need to appeal, because financial aid eligibility has not been revoked. A student who has had his/her financial aid eligibility terminated has the right to make a written appeal if extenuating circumstances exist and can be documented.

Additional Information

Academic dismissal or disciplinary suspension from SU will result in the automatic cancellation of financial aid eligibility.

Only matriculating (formally admitted) students can receive financial aid.

Students ceasing attendance at SU, either officially by withdrawing through the Registrar's Office or unofficially by dropping out, will have their financial aid adjusted in accordance with the Federal Return of Title IV Funds Refund Policy.

FINANCIAL AID PROGRAMS

Federal Grants and Loans

Federal Pell Grant

The Federal Pell Grant is an "entitlement" program for first-time bachelor's-degree candidates. Degree-seeking students are eligible to apply for the grants ranging from $200 to $4,310 depending on the federal formula. The grant is awarded by the federal government, not Salisbury University. Applications are available from the Financial Aid Office or high school guidance counselors. All students applying for financial aid from SU are required to apply for the Federal Pell Grant. The Free Application for Federal Student Aid (FAFSA) may be used to apply for the Maryland State Scholarships, campus-based aid and the Federal Pell Grant.

William D. Ford Federal Direct Student Loan Programs

Salisbury University participates in the William D. Ford Federal Direct Student Loan Programs (Direct Loan).

The Direct Loan enables degree-seeking students enrolled in at least six credit hours to borrow money directly from the federal government rather than private lending institutions (i.e., banks, credit unions). Loans can easily and quickly be obtained by submitting the Free Application for Federal Student Aid (FAFSA) and signing a Promissory Note. Undergraduate students can borrow up to $3,500 per annum for the freshman year, $4,500 for the sophomore year and $5,500 for the third through fifth year. Graduate students can borrow up to $8,500 per annum. The interest rate is capped at 8.25 percent with repayment beginning six months after recipients drop below six credits.

Parents also may borrow through the William D. Ford Federal Direct PLUS Program. SU will electronically send the information to the Department of Education which will approve the loan provided the parents do not have adverse credit history. Parents may borrow up to the cost of attendance at the institution minus other estimated financial assistance for the student. Repayment begins 60 days after the loan is disbursed. Parents must complete a promissory note.

Information on the William D. Ford Federal Direct Student Loan Programs is available in the Financial Aid Office.

University Aid Programs

Federal Supplemental Educational Opportunity Grant (FSEOG)

These are outright grants of up to $4,000 for undergraduate, first degree-candidates with exceptional financial need. These grants do not have to be repaid.

Federal Carl Perkins Loan (FCPL)

This program provides up to $15,000 on a loan basis to undergraduate students who are enrolled at least half time and have demonstrated exceptional financial need. There is no interest charge on this loan as long as the borrower continues in at least a half-time student status. (Loans range from $200 to $3,000 per year for undergraduates.) Repayment begins nine months after graduation or withdrawal from school. Students may be allowed up to 10 years to repay the loan, based on the amount borrowed. The interest rate is 5 percent per annum on the unpaid balance. Repayment may be deferred while students are enrolled on at least a half-time basis or serving in the military, Peace Corps or VISTA. Special education teachers and teachers in designated economically deprived areas may receive up to 100 percent cancellation for teaching over a period of five years. A borrower who is temporarily disabled, or whose spouse is temporarily totally disabled and requires the borrower's care, may defer payments for up to three years.

Federal College Work Study (FCWS)

The Federal College Work Study Program provides jobs on and off campus to degree-seeking students with demonstrated financial need. These jobs are usually assigned as part of the financial aid package. If possible, students are employed in positions related to their academic major or special interest. Students receive minimum wage and are paid every two weeks for hours worked.

Salisbury University Fund

The Salisbury University Fund is for full-time, degree-seeking undergraduate students who have established financial need by completing the Free Application for Federal Student Financial Aid. These grants are usually awarded in combination with other financial aid awards, considering academic performance and financial need.

Veterans' Benefits

Financial aid is available for veterans and their dependents who are eligible for GI benefits. These benefits are implemented by the Salisbury University Office of Veteran Affairs, located in the Registrar's Office.

Work Experience

Campus employment is available through the Work Experience Office. Students can apply for jobs without having to apply for financial aid and are hired based on job availability and skills.

Maryland State Scholarship Programs

State Scholarships

The State of Maryland each year awards **Guaranteed Access grants, Educational Access grants, House of Delegates** and **Senatorial scholarships** to legal residents of the state. To apply, students need to complete the FAFSA. The application deadline is March 1 for the following academic year.

For a list of all State of Maryland scholarships, including the Hope Scholarship, go to www.mhec.state.md.us.

Scholarships for Entering Freshmen

Art Department Scholarships

The Art Department offers a limited number of merit-based scholarships each year to accepted full-time freshmen or transfer students majoring in art. Scholarships are available with the opportunity to renew the following year.

Nettie C. Bentley Scholarships

The Music Department offers the Nettie C. Bentley Scholarships which are available, on a competitive basis, to students who are accepted or previously enrolled as candidates for the B.A. in music at Salisbury University. Scholarships are awarded annually. To qualify for consideration, applicants must audition according to the Music Department requirements for the B.A. degree. Evidence of academic achievement is assessed through evaluation of applicants' high school or college/university transcripts. Applicants must submit an essay of not more than 500 words discussing career goals in music, and two sealed letters of recommendation from individuals qualified to assess the students' musical abilities. The application deadlines coincide with the deadline for department entrance auditions or March 14, whichever comes first. Students may reapply annually.

Bobbi Biron Theater Scholarships

The Bobbi Biron Scholarship is awarded to incoming freshmen who have achieved a 3.0 GPA and have shown outstanding dedication and promise in theatre. An audition is necessary for performers and an interview/portfolio review is required for designers/technicians. Recipients may qualify for renewal of the scholarship if standards of achievement are met, including a 3.0 GPA. Contact the Communication and Theater Art Department for more information.

Garland D. and Vivian J. Bull - Arcadia High School Scholarship

The Garland D. and Vivian J. Bull - Arcadia High School Scholarship was established to provide financial assistance to a student from Arcadia High School. The recipient should have demonstrated high academic achievement and a commitment to community service. Inquiries regarding the availability of the scholarship should be directed to the director of financial aid.

Byron Scholarship

These scholarships assist deserving students from Dorchester County, MD, who demonstrate leadership qualities, entrepreneurial inclination, a desire to pursue a degree from Salisbury University and the wish to return to Cambridge some of the benefits of their education. This award is not necessarily given on the basis of high scholastic rank or financial need. Details may be obtained from the Admissions and Financial Aid offices.

Cahall Scholarship

The Clifford and Elizabeth Cahall Scholarship was established by Sam and Lynn Seidel in honor of Lynn Seidel's parents, Clifford and Elizabeth Cahall. The scholarship is awarded to a Sussex County, DE, high school graduate. Although any Sussex County graduate is considered, first priority is given to a graduate of Indian River High School and second priority is given to a graduate of Sussex Central High School.

The scholarship is awarded annually to a student with a minimum 3.0 grade point average. Class rank, SAT scores and financial need are considered. Provided recipients maintain a 3.0 grade point average, the scholarship will continue throughout the four years at SU. The selection committee from the Admissions/Financial Aid offices determines the applicant pool and the recipient by March 1 of each year.

Cannon Scholarship

The Elizabeth Cannon Memorial Scholarship is for entering freshmen who have excelled academically in high school. Priority is given to a high school graduate with a genuine need for financial assistance from Caroline County or the other eight Eastern Shore counties in Maryland.

For consideration, students must apply for admission to the University by February 1. Applicants who meet the scholarship criteria are informed of their eligibility by the dean of enrollment management.

The scholarship may be renewed for a maximum of four years, provided the student maintains a 3.3 grade point average each semester.

Christopher Scholars Program in Education

The Christopher Scholars Program provides scholarships to full-time students majoring in education with a 3.30 minimum grade point average in high school and/or a junior professional program student with a minimum 3.5 cumulative grade point average who has financial need (established by completing the Free Application for Federal Student Aid by March 1). The scholarship may be renewed provided the recipient remains an education major with a minimum 3.3 grade point average and has continued financial need.

Coca-Cola Scholarship

The Coca-Cola Foundation has established a $1,000 scholarship to be awarded annually to a student who may come from a disadvantaged background, is a first generation college student, shows potential for overcoming personal obstacles in the pursuit of higher education and has financial need as determined by the FAFSA. Renewal of the scholarship for three additional years is based on maintaining a 2.5 GPA or better. The selection committee from the Admissions and Financial Aid offices determines the applicant pool and the recipient each year.

Cort Scholarship

The Cort Scholarship in chemistry was established by Bruce Cort in honor of his parents, Irving and Sylvia Cort. The award is given annually to an entering freshman chemistry major based on academic excellence in high school. This scholarship is $1,000 per year for a maximum of four years, provided the student is full time, maintains a cumulative GPA of at least 3.0 and makes satisfactory progress toward a chemistry degree. In addition, each Cort Scholar will be named a Chemistry Department Research Fellow and receive a grant of $250 per year to support student-faculty research. The chemistry faculty selects the Cort Scholar from a pool of candidates provided by the dean of admissions.

Thomas G. Elliot Orchestral Scholarship

The Thomas G. Elliot Scholarship, in the amount of $1,000, will be awarded to students who are accepted or previously enrolled at Salisbury University. The awards are made on the basis of talent and are renewable for up to four years. All students must audition with the conductor of the orchestra and the orchestra player's committee. String students will be highly encouraged. Students from all majors are invited to apply. All students accepting this scholarship award must meet the following criteria: be a full-time student at Salisbury University; play and be enrolled in the orchestra for credit each semester; be enrolled in applied lessons at the University on their instrument; and maintain an overall grade point average of 3.0. Incoming freshman should have an overall grade point average of 3.0 in their senior year of high school.

Elmore Scholarship

The Margaret Johnson Elmore Nursing Scholarship recognizes academically gifted pre-nursing/nursing majors who demonstrate potential for professional nursing leadership and service. Criteria for eligibility are "scholastic ability" first and "financial need" second.

Recipients must be residents of Accomack or North Hampton counties, VA, and must maintain an SU grade point average of 2.5 each academic year. Priority is given first to full-time freshman pre-nursing majors with cumulative high school GPAs of 3.0 on a 4.0 scale and combined SAT scores of 1500 or greater (recipients must be granted and accept admission to the nursing program for the first semester of their junior year to maintain scholarship eligibility; receipt of said scholarship does not ensure admission to the nursing program); second to full-time junior nursing majors admitted to the nursing program; and third to full-time senior nursing majors in the final year of the nursing program.

Letters of application should be submitted to the Margaret Johnson Elmore Scholarship Committee with two letters of recommendation and a written statement by the applicant of financial need. The committee awards scholarships annually for up to four years. Information is available from the Department of Nursing.

Fire and Rescue Service Survivors Educational Scholarship

Salisbury University and the Salisbury Fire Department offer a scholarship opportunity in support of the surviving legal dependents of fire and rescue personnel. Scholarships are awarded to surviving legal dependents of the 343 members of the New York City Fire Department killed in the line of duty on September 11, 2001, or any surviving dependent of a Maryland, Delaware or Virginia fire/rescue member killed in the line of duty or, any dependent of an active, retired or life member of the Salisbury Fire Department.

Scholarships will be awarded to students attending Salisbury University either on a full- or part-time basis, regardless of academic concentration. Scholarships will be offered on an annual basis, based on availability of funds, and are renewable. Information is available from the Financial Aid Office.

William M. Folger Scholarship

The William M. Folger Scholarship was created in the name of the director of choral studies at Salisbury University. An anonymous donor made the initial endowment to start the scholarship program to recognize Folger's effort and dedication in bettering the music programs at Salisbury University. At present, the Folger Scholarship, instituted in June 2005, awards $300 each semester to a student participating in the University Chorale, one of five major performing ensembles in the Department of Music. The scholarship is awarded by audition by the director of choral studies and with the approval of the dean of Fulton School of Liberal Arts. Eligible students may be from any major of study, participate in the University Chorale during the semester of the award and complete the audition process. Contact the Music Department for more information.

France-Merrick Foundation Scholarship

This scholarship has been established to assist students who are Baltimore City residents and intend to major in education as full-time students. The scholarship recipient will be expected to perform their student teaching internship in Baltimore City public schools. The selection committee from the Admissions and Financial Aid offices determines the applicant pool and the recipient each year.

Fulton Scholarship

The Charles R. and Martha N. Fulton School of Liberal Arts awards a number of $2,000 and $3,000 scholarships based on outstanding scholastic achievement to entering freshmen. To be considered for an award a student must be full time and declare a major in one of the departments of the Fulton School and have a grade point average of 3.30 and an SAT score of at least 1875. Awards are renewable each year, provided the student remains a major in a liberal arts department, is full time and maintains a 3.3 grade point average.

Gary C. Gimbert Memorial Scholarship Fund

The Gary C. Gimbert Memorial Scholarship is a $1,000 award to incoming Perdue School freshmen with financial need, high school grade point averages of at least 2.5 and SATs of at least 1800. Continuance is for four years, pending availability of funds, as long as recipients maintain a major in the Perdue School, at least a 2.5 grade point average and demonstrate financial need.

Guerrieri Scholarships

The Alan and Patti Guerrieri Scholarship fund provides academic scholarships for first-time freshmen entering the University. Minimum requirements are a 3.30 grade point average and a score of 1875 on the SAT. Scholarships range from $1,000 to $2,000 per year and do not exceed four years. Recipients must maintain a 3.0 grade point average for continuation.

Hebron Savings Bank Scholarship

The Hebron Savings Bank Scholarship is a four-year scholarship for a freshman student from Dorchester, Wicomico or Somerset county. To be eligible for consideration, students must submit the FAFSA to demonstrate financial need. For continued eligibility, students must be full time, maintain a minimum 3.0 GPA and demonstrate financial need each year.

Henson Scholarships

The Richard A. Henson School of Science and Technology annually awards three scholarships to incoming freshmen (one for $3,000 and two for $2,000). Students must declare a major in one of the departments of the Henson School and must have a record of accomplishment and service (minimum high school grade point average of 3.3 and SAT score of 1875 for the $2,000 award and a grade point average of 3.5 and SAT score of 1965 for the $3,000 award).

Two additional $2,000 scholarships are awarded annually to juniors in the Henson School (transfer students entering their junior year are eligible to apply for these awards). To qualify, students must have a minimum grade point average of 3.3 and must receive recommendations from the department of their major (transfers must have three letters supporting their applications).

Henson Scholarships are renewed each semester provided that the awardees remain in the Henson School and maintain a minimum grade point average of 3.3 for the $2,000 scholarship or 3.5 for the $3,000 scholarship.

Thomas E. Bellavance Honors Scholarship

This scholarship in memory of President Thomas E. Bellavance (1980-95) is made to an incoming freshman with outstanding credentials. To apply for the scholarship a student must apply for admission to the University by February 1 with an intention of participating in the Bellavance Honors Program. The scholarship is renewable with maintenance of a 3.5 grade point average and continued enrollment as a Bellavance scholar. The recipient is selected by the director of the Honors Program.

Wayne and Melissa Judkins Family Scholarship

The Wayne and Melissa Judkins Family Scholarship Fund provides scholarship funding for a freshman Maryland resident. Preference is given to students who pursue majors within the Perdue School of Business or the Seidel School of Education and Professional Studies and who are graduates of Magruder High School, residents of Montgomery or Cecil counties, or residents of other Maryland counties.

The scholarship is awarded based on high school GPA, SAT scores, county of residence and intended academic program. The scholarship is renewable provided the student remains in good academic standing at SU. The selection committee from the Admissions and Financial Aid offices considers qualifications of applicants based on admissions information and notifies the recipient by March 15 of each year.

Johnson Scholarship in Education

A $600 Evelyn E. Johnson Scholarship is given to a female resident of Dorchester County who is majoring in education. The initial scholarship is awarded to a freshman and may be renewable for the entire four-year period provided the student maintains the standards developed by the Financial Aid Office and the Seidel School of Education and Professional Studies. The decision is made by the dean of the Seidel School.

Kane Memorial Scholarship

The Martin Kane Memorial Scholarship is a one-year scholarship awarded annually in memory of Martin Kane to an entering Wicomico County freshman who has excelled academically in high school, has demonstrated a desire to serve his or her community and has some financial need.

To apply for the scholarship students must apply for admission to the University. Eligible University applicants are contacted by the dean of enrollment management. The deadline for consideration is February 1.

James G. Kiefer Scholarship

The Kiefer Scholarship provides scholarship(s) to students who are graduates of Wicomico County high schools. Preference will be given to those students who demonstrate financial need, as determined by the Free Application for Federal Student Aid, and have a 2.5 GPA, full-time attendance and demonstrated financial need. The selection committee from the Admission and Financial Aid offices will determine the applicant pool and recipient(s).

Loats Foundation Scholarship

The Loats Foundation Scholarship provides funds annually to full-time students who are residents of Frederick County, Maryland, demonstrate financial need, as determined by the Free Application for Federal Student Aid, and academic merit. Preference is given to students majoring in nursing or education who have a 2.5 GPA. The selection committee from the Admissions and Financial Aid offices determines the applicant pool and the recipient(s) each year.

Metzger Scholarship

The Jack Metzger Scholarship Fund is made available by the American Legion Post 278 of Kent Island, MD. Priority for the $1,000 scholarship goes to a freshman from Kent Island with second priority being a freshman from Queen Anne's County, MD.

To apply, students must apply for admission to the University by February 1. The selection committee from the Admissions and Financial Aid offices determines the applicant pool and the recipient(s) each year.

Miller Memorial Scholarship

The Heather Clair Miller Memorial Scholarship for $1,000 benefits a female graduating senior from a Wicomico County, MD, public high school and, when appropriate, a female graduating senior from a high school in Worcester, Dorchester or Somerset counties. The recipient(s) must show academic promise, involvement in student activities, community service and financial need as determined by the Free Application for Federal Student Aid. The scholarship is renewable for three additional years provided the student maintains a minimum 3.0 GPA. The selection committee from the Admissions and Financial Aid offices will determine the applicant pool and recipient.

Nock Memorial Scholarship

The Mary L. Nock Memorial Scholarship provides $1,000 to an entering freshman who has excelled academically, is a graduate from a Wicomico County, MD, high school and has financial need as determined by the FAFSA. Renewal of the scholarship for three additional years is based on maintaining a 3.3 GPA or better. The selection committee from the Admissions and Financial Aid offices determines the applicant pool and the recipient.

Non-resident Tuition Reduction for Nursing Students

This program seeks to attract out-of-state students to the pre-nursing and nursing programs in Maryland's four-year public institutions and to reduce the shortage of nurses in Maryland by requiring participants to work in a Maryland hospital or related institution for at least four years on a full-time basis upon completion of their nursing degree. The amount of assistance is the difference between the amount of tuition paid by an out-of-state student and the amount paid by an in-state student at the same four-year public institution in the same educational program for the identical number of credit hours. Information is available from the Financial Aid Office.

Patt Scholarship

The $500 Gerald and Bette Jane Patt Scholarship is available to incoming freshmen majoring in theatre. Recipients may qualify for renewal of the scholarship if appropriate academic standards, including a 3.0 grade point average, are met. Information is available from the Department of Communication and Theatre Arts.

Perdue Scholarships

The Franklin P. Perdue School of Business awards a number of four-year scholarships based on outstanding scholastic achievement to entering freshmen. For consideration, students must have a combined SAT score of at least 1875 and a high school grade point average of 3.3 or higher. These minimum qualifications place them in a pool where they are then judged competitively. Recipients must maintain a 3.3 or better grade point average, complete at least 30 credits per year and pursue one of the majors in the Perdue School of Business.

Presidential Scholarships

Each year the University awards scholarships to entering full-time freshmen who have shown outstanding academic performance in high school, have excelled on the SAT and have established a record of participation and leadership in extracurricular activities. Applicants must meet the minimum criteria for scholarship consideration, which includes a score of 1800 on the SAT or equivalent on the ACT, full-time enrollment and a 3.30 grade point average. Students offering talent in the arts, leadership qualities or diversity may also be considered.

To apply, students must apply for admission to the University. Eligible University applicants are contacted by the dean of enrollment management. The deadline for consideration is February 1.

Information is available from the dean of enrollment management.

Robertson Scholarship for Liberal Arts

A $250 Thelma B. Robertson Scholarship has been established to provide an annual award to an entering freshman in the Fulton School of Liberal Arts. The recipient is determined by the dean of Fulton School of Liberal Arts.

Salisbury Rotary Club Award

This $500 scholarship is awarded to two students pursuing one of the majors in the Perdue School of Business. It is awarded initially to an incoming freshman who has graduated from a high school in Wicomico, Worcester, Dorchester or Somerset counties; has shown evidence of financial need; has an overall high school grade point average of 3.0 or better and has attained a competitive combined score on the SAT. Renewal for succeeding years, pending availability of funds, is based on continuing in the Perdue School major and maintaining a 3.0 or better grade point average.

Salisbury University Alumni Scholarship

The Salisbury University Alumni Association annually awards one scholarship to an incoming freshman. This scholarship is equivalent to $2,000 per year for four academic years. Minimum qualifications are a combined SAT score of 1800, high school grade point average of 3.50 in academic subjects and demonstrated participation in extracurricular activities. Students admitted by February 1 are screened by the Admissions and Financial Aid offices. This information is forwarded to the Alumni Association Scholarship Committee, which selects the recipient. Preference is given to the children of Salisbury University alumni; however, the scholarship is not restricted to such students.

Seidel Scholars Program in Education

This $1,000 scholarship was established to aid in the recruitment, admission and retention of students in the Seidel School of Education and Professional Studies. Applicants must have a minimum SAT score of 1875 and a 3.30 grade point average. Awards may be renewed, provided the performance standards of the Seidel Scholarship are maintained. A selection committee established by the donor makes the final decision.

Seidel-Wicomico High School Scholarship in Education

The Wicomico High School Scholarship in Education was established by the generosity of Samuel Seidel. This scholarship gives preference to students who are four-year graduates of Wicomico High School, finished in the top 25 percent of their class, with a 3.0 GPA or better and declare a major in education. The recipient may continue to receive this scholarship provided they maintain a 2.5 GPA and full-time enrollment as an education major. The Seidel School Scholarship Committee will select the recipient.

Shore Scholarship

The Shore Scholarship is awarded to students from Dorchester, Somerset, Wicomico and Worcester county who demonstrate financial need, as determined by the Free Application for Federal Student Aid, and academic merit. The selection committee from the Admissions and Financial Aid offices determines the applicant pool and the recipient each year.

Hunter Smith Athletic Training Scholarship

The Hunter Smith Athletic Training Scholarship is awarded to a student entering the Athletic Training Education Program (ATEP) who demonstrates academic and clinical excellence. The $500 award is given annually to the recipient upon their admission to the ATEP and is renewed on an annual basis for a maximum of three years. The renewal will be based upon normal matriculation through the ATEP while maintaining a GPA of 3.25. The application for the scholarship will be available upon the student's formal acceptance into the ATEP. The applications will be reviewed and awarded to the recipient by the scholarship committee. Applications for this award can be obtained from the ATEP program director.

Smith Nursing Scholarship

The Joseph W.T. and Hannah C. Smith Memorial Scholarship recognizes nursing students who are academically gifted and demonstrate outstanding potential for a career in nursing. Minimum applicant qualifications include incoming freshman with a declared major in pre-nursing, a minimum cumulative high school GPA of 3.25 or B+ or greater, a combined Scholastic Assessment Test (SAT) score of 1500 or greater, maintenance of full-time status (enrolled for a minimum of 12 credit hours per semester) throughout four years of the nursing program, and maintenance of an SU GPA of 2.5 each academic semester as a declared pre-nursing or nursing major. The scholarship will be awarded annually to an entering freshman for a maximum of eight academic semesters. The scholarship award is up to $2,500 per year for four academic years. The department's Student Policies Committee Determines the applicant pool and recipient each year.

Smoot Memorial Scholarship

A Brooke and Bree Smoot Memorial Scholarship is awarded to a full-time deserving student from a high school in Sussex County, DE, who is domiciled in said county at the time of admission to Salisbury University. Applicants may be high school seniors, current SU students or any other applicant. Both financial need and academic ability are weighed equally. To determine need the students must complete the Free Application for Federal Student Aid. The award may be renewed, provided the student maintains a 2.0 grade point average while attending the University. The decision is made by the Admissions and Financial Aid offices.

Student Government Association Scholarship

The Student Government Association has established a scholarship for $1,000 for four consecutive years of enrollment at Salisbury University. The minimum qualifications are entering freshmen with an SAT score of 1875, a 3.30 high school grade point average, demonstrated leadership in extracurricular activities and letters of recommendation. Students must maintain a 3.3 grade point average for each year of continuation.

To apply, a student must apply for admission to the University. The deadline for consideration is February 1.

Tawes Memorial Scholarship

The J. Edwin Tawes Memorial Scholarship provides a $500 scholarship to a student from Somerset County. Decisions, based on academic achievement, are made by the dean of enrollment management.

To apply for the scholarship, a student must apply for admission to the University. Eligible University applicants are contacted by the dean of enrollment management. The deadline for consideration is February 1.

Calvin B. Taylor Memorial Scholarship

This scholarship, established by the Calvin B. Taylor Bank, provides $1,000 to a current high school graduate of Worcester County. Priority will be given to those students who have financial need, as determined by the Free Application for Federal Student Aid, and have a 3.0 high school GPA. The selection committee from the Admissions and Financial Aid offices will determine the recipient.

Truitt Scholarship

The Mary Ellen Taylor Truitt Scholarship is awarded to an entering freshman who has shown outstanding academic performance in high school, has excelled on the SAT and has established a record of participation and leadership in extracurricular activities. Minimum credentials for consideration are a combined score of 1875 on the SAT and a 3.30 academic high school record.

To apply for the scholarship a student must apply for admission to the University. Eligible University applicants are contacted by the dean of enrollment management. The deadline for consideration is February 1.

Information is available from the dean of enrollment management.

Lucy Tull Scholarship

The Lucy Tull Scholarship provides funding for Maryland residents of Wicomico, Worcester and Somerset counties pursuing degrees in medically related fields.

Scholarships may include full funding for tuition, room, board, books and fees and are renewable throughout the student's undergraduate studies. Eligible students must demonstrate financial need using the federal financial aid application and enroll as full-time students at SU. Freshmen applicants, upperclass transfer students from Wor-Wic Community College and current Salisbury University students are eligible for consideration.

Candidates must major within the Henson School and pursue a career in biology-secondary education, chemistry-secondary education, clinical laboratory sciences, nursing, pre-professional health track or respiratory therapy, however, priority is given to those studying nursing. Tull Scholarship recipients are not guaranteed acceptance into professional programs that require formal admission.

Scholarship applicants must submit a Tull Scholarship application and the FAFSA (www.fafsa.ed.gov) each year soon after January 1 so results will be available by the scholarship application deadline. Documents submitted by freshman and transfer applicants during the admissions process will be available to the Tull Scholarship Committee, whereas, SU academic transcripts will be reviewed for current SU students.

Tull Scholarship applications should be submitted to the advising services coordinator for the Henson School of Science and Technology. See SU's Web site for contact name and e-mail information.

The recommended deadline for applications is February 15; however, applications are considered until all funds are committed. Notification of scholarship awards begins in March.

Washburn Scholarship

The Kathryn Washburn Scholarship provides $1,000 to a student from Washington High School, Princess Anne, MD. Students must have been admitted to Salisbury University, have demonstrated financial need through the Free Application for Federal Student Aid and have evidenced high ability for academic achievement through the SAT.

The recipient is selected by the Admissions and Financial Aid offices. The deadline for consideration is February 1.

Worcester County Scholarship

This scholarship established by Charles R. and Martha N. Fulton is designed to aid in the recruitment, admission, retention and education of students who are graduates of the public high schools of Worcester County, Maryland. Preference shall be given to students with a minimum 3.0 grade point average who appear to have financial need. Continuation of the scholarship for three additional years is contingent upon full-time attendance and maintenance of a 3.0 grade point average. The selection committee from the Admissions and Financial Aid offices determines the applicant pool and the recipients each year. Decisions will be made by March 15.

Scholarships for Current Undergraduate Students*

Allfirst Foundation Scholarship

The Allfirst Foundation Scholarship provides funds to full-time students who demonstrate financial need, as determined by the Free Application for Federal Student Aid, and academic merit. The selection committee from the Finical Aid Office determines the applicant pool and the recipient(s) each year.

Beta Gamma Sigma Scholarship

This $1,000 scholarship is awarded to a junior, senior or master's student. The chapter may select a current chapter member, an alumnus of the chapter or a student who will be invited to become a Beta Gamma Sigma member during the spring of the nominating year. Each chapter's scholarship recipient must complete the Beta Gamma Sigma scholarship application, including the required essay. Funding for this scholarship is from the Beta Gamma Sigma Society and the dean of the business school. Please see the Perdue School for details.

Blair/Turner Scholarship

The Blair/Turner Scholarship provides financial assistance to an outstanding art student who is pursuing study that will lead to a career in museum work. Information is available from the director of University Galleries.

Garland D. and Vivian J. Bull Nursing Scholarship

The Garland D. and Vivian J. Bull Nursing Scholarship recognizes an academically gifted nursing student who has demonstrated financial need. Minimum qualifications are as follows: a junior/senior traditional or registered nurse student with at least a 3.0 grade point average; a letter of application to the Student Policies Committee, Department of Nursing; a statement of financial need; a self-evaluation of potential for professional nursing and service; and two recommendations, at least one of which must be from a nursing faculty member.

The Student Policies Committee selects recipients of the scholarship, awarded annually for the following academic year. Information is available from the Department of Nursing.

Calafiura Scholarship

This $1,500 scholarship is awarded to a full-time senior or rising senior accounting major for his/her final one or two semesters. Students must have completed, or be in the process of completing at the time of application, the following courses: two principles courses, two intermediate courses and one elective accounting course. The student must be eligible with and maintain a minimum of a 2.8 overall GPA, with a minimum 3.0 GPA in all accounting courses. The most recent completed semester's GPA will be utilized. Interested applicants must apply in writing to obtain consideration for this scholarship. Applications may be obtained from the Accounting Department chair of the Perdue School.

Carey-Simmons Education Scholarship

This scholarship is awarded to a full-time student pursuing a career in public school education in Maryland. To qualify, applicants must have been residents of the Pittsville, Willards, Powellville or Gumboro election district of Wicomico County, MD, for at least five years and must have completed two years of successful undergraduate study. Applicants are judged on merit, achievement and potential. The Education Scholarships/Awards Committee selects recipients of the scholarship in March for the following academic year. Information and online application are available on the Seidel School home page.

Class of '43 Scholarship

The Class of '43 Scholarship was established to provide funding for a rising junior education major. The scholarship is awarded for two successive years to a student majoring in education in the Seidel School of Education and Professional Studies. The selection committee from the Seidel School and the Financial Aid Office determines the applicant pool and recipient each year.

Gaspar and Rose T. DiGiovanna Memorial Geriatric Nursing Scholarship

The Gaspar and Rose T. DiGiovanna Memorial Geriatric Nursing Scholarship recognizes a first-degree seeking, junior nursing major who has demonstrated a sincere interest in caring for elders, as well as a caring, compassionate and sensitive manner with older adults and their families. Minimum qualifications are a cumulative GPA of at least 2.50 and demonstration of a high likelihood of successfully completing the nursing program (including all the requirements for licensure) and working with the geriatric population as a professional nurse.

The Student Policies Committee selects the recipients of the scholarship. Information is available from the Department of Nursing.

Dolle Scholarship

The Dolle scholarships, in the amount of $1,000 each, are one-year scholarships awarded annually to two rising juniors pursuing majors in the Perdue School of Business. One scholarship is awarded to an SU student, the other to an incoming transfer student. Both students must have 60 credits and be eligible for admission to one of the upper division (professional) programs in the Perdue School. They must be full-time students with a minimum overall grade point average of 3.25 in all college work already completed. Students who are recipients of any other Perdue School tuition assistance scholarships are not eligible for the Dolle scholarships. Students must submit written applications (available from the Perdue School) and two letters of recommendation. Retention of the scholarship requires maintenance of a 3.25 grade point average.

Edwards Nursing Scholarship

The Virginia Mills Edwards Nursing Scholarship recognizes and funds students who desire to become registered nurses. Minimum qualifications include junior or senior standing; priority is given to residents of Dorchester (first), Somerset (second) and Wicomico (third) counties and licensed practical nurses or medical technicians (fourth, with priority given to Dorchester General Hospital employees). Letters of application should be submitted to the Virginia Mills Edwards Scholarship Board, with an essay stating in no less than 300 words the qualifications of the applicant.

The Virginia Mills Edwards Scholarship Board awards scholarships annually for the next academic year. Information is available from the Department of Nursing.

Stephen Michael Emery Scholarship

Established by Barbara and Charles Emery in memory of their late son, Stephen Michael Emery, this $500 scholarship is awarded annually to a student of senior status majoring in social work. Applicants must have a cumulative GPA of 3.0 or greater when entering their senior year. Preference shall be given to students from the Eastern Shore of Maryland. This scholarship is non-renewable.

Ensemble Scholarship

The Fulton School of Liberal Arts is offering as many as 15 $200 scholarships each fall semester to students wanting to have some fun singing or playing an instrument in a music ensemble. The Department of Music currently has five large ensembles to choose from, and they are open to any student with prior musical experience.

All majors from any discipline are eligible for these scholarships provided they agree to remain enrolled in the course and complete all requirements for the duration of the semester. Awards will be decided based on an audition. Students interested in applying should contact the Department of Music.

Fondes Scholarship

The Robert Parker Fondes Scholarship annually recognizes an outstanding nursing student with a minimum high school grade point average of 3.0 who has gained admission to Salisbury University's nursing program. Recipients are selected by the Fondes Scholarship Committee.

Information is available from the Department of Nursing.

Wallace Q. French Memorial Scholarship

The Wallace Q. French Memorial Scholarship is a two-year, $2,000 per-year award given annually by the Tidewater Environmental Health Association in memory of their colleague Wallace Q. French. Applicants must be junior/senior natural science majors with an overall grade point average of at least 3.0.

Eligible candidates are notified by letter and must submit the application accompanied by a short essay discussing career goals in the science field. Recipients are selected by the Tidewater Environmental Health Association and the faculty of the Henson School of Science.

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*Current students also may be eligible to apply for the Brooke and Bree Smoot Scholarship, the Elmore Scholarship, the Fire and Rescue Service Survivors Educational Scholarship, Henson Scholarships, the Nettie C. Bentley Scholarship, the Christopher Scholars Program in Education, Loats Foundation Scholarship, Shore Scholarship, William M. Folger Scholarship, Thomas G. Elliot Orchestral Scholarship, Lucy Tull Scholarship and the Non-resident Tuition Reduction for Nursing Students listed in the "Scholarships for Entering Freshmen" section of this catalog.

▸ Geary Communication Scholarship

The $500 Geary Communication Scholarship is awarded at the beginning of the fall semester. Applicants must be declared communications arts majors of junior or senior standing with a minimum cumulative GPA of 2.5. All applicants must provide proof of at least one semester working on a Salisbury University campus newspaper, radio station or campus programming board. Illustration of financial need and proof of U.S. citizenship are also required. Contact the Communication and Theatre Arts Department for more information.

▸ Hall Nursing Scholarship

The Avery W. Hall Nursing Scholarship annually recognizes nursing students thought to be highly motivated, hardworking, enthusiastic and dedicated to the profession of nursing. Minimum qualifications include the following: minimum college GPA of 2.5; full-time junior- or senior-level traditional or registered nurse student; letter of application to the Student Policies Committee, Department of Nursing; and two letters of recommendation.

Recipient selection is by the Student Policies Committee. Inquiries should be directed to the Department of Nursing.

▸ Holland Business Scholarship

The $2,000 W. Tracy and Frances Lord Holland Scholarship is awarded annually to a rising junior or senior in good standing in the Perdue School of Business who has a demonstrated financial need and is a resident of Wicomico County. This award is renewable, pending the availability of funds, based on maintenance of the above criteria. Students must submit written applications (available from the director of academic services for the Perdue School of Business) and two letters of recommendation.

▸ Institute for Retired Persons (IRP) Scholarship

The Institute for Retired Persons (IRP) provides scholarships for majors in liberal arts and early childhood, elementary and secondary education. Full-time students with a cumulative GPA of 2.85 or higher are encouraged to apply. The number of scholarships may vary. The Education Scholarships/Awards Committee selects recipients of scholarships in March for the following academic year. Information and online application is available on the Seidel School home page.

▸ Penelope Jarman Memorial Scholarship

The Penelope Jarman Memorial Scholarship is awarded to a junior early childhood education major who has a minimum GPA of 2.75 and an SAT score of 1875, and demonstrates financial need. The Education Scholarships/Awards Committee selects recipients of scholarships in March for the following academic year. Information and online application is available on the Seidel School home page.

▸ Knowles Foreign Study Scholarship

The John K. Knowles Foreign Study Scholarship expands study abroad opportunities for students studying a foreign language at Salisbury University. Students must be at the sophomore rank or above, provide evidence of financial need and submit an application which describes their personal and academic goals and how they will be met by a study abroad experience. Preference will be given to foreign language majors and minors. Recipients sign a letter of intent to donate the scholarship amount back to the Alumni Association, designated for foreign study, within five years of the date of the award if at all possible. They are further expected to participate in related departmental activities upon their return to campus. The number of scholarships will vary, depending on the availability of funds. Applications and information are available from the Department of Modern Languages. The deadlines for consideration are October 1 for winter or spring programs and March 1 for summer or fall programs.

▸ Dr. Charles K. Long Scholarship

Established in the memory of SU education professor, Dr. Charles K. Long, this scholarship is awarded to a junior or senior education major in the Seidel School of Education and Professional Studies. The Education Scholarships/Awards Committee selects recipients of scholarships in March for the following academic year. Information and online application is available on the Seidel School home page.

▸ Peninsula & Mercantile Banks Scholarship

One to four scholarships are awarded annually in support of Perdue School students' participation in approved international business seminars. Applicants must be Maryland residents, with Eastern Shore applicants given first consideration, as well as juniors or seniors in good standing in one of the Perdue School majors. The number of awards will vary, depending on the availability of funds, with no single award for more than 50 percent of the advertised price of the trip. Please see the Perdue School for details.

▸ Phi Eta Sigma Scholarship

The local chapter of Phi Eta Sigma awards scholarships to local members in their junior or senior year who have shown outstanding academic performance (cumulative grade point average of 3.5 or higher) and who have contributed significantly to the goals of the local chapter. Information is available from the Provost's Office.

▸ Piepenbring Memorial Scholarship

One scholarship is awarded annually from the Craig N. Piepenbring Memorial Fund to a rising sophomore or junior in good standing in the Perdue School of Business. Particular consideration is given to students actively involved in student activities on the SU campus. Applications are accepted for the award annually, pending availability of funds. However, if the current recipient is a sophomore, he/she may reapply as a junior and will be considered for a second year with all other applicants on a competitive basis. Students must submit written applications (available from the Office of the Director of Academic Services for the Perdue School of Business) and two letters of recommendation.

▸ Scott N. Ralston Memorial Scholarship

This is a $1,000 scholarship awarded to a junior economics major enrolled in the Perdue School of Business. If there is no eligible economics major in a given year, then students in finance or business administration with a track in economics will be considered. Students must have completed 60 credits, be full-time student and have a minimum 3.3 overall GPA in all college work already completed, including transfer work, if any. If the students being considered are finance or business administration majors in the economics track, they must be admissible to the upper division program.

Students who meet minimum eligibility requirements will receive applications, with instructions about the application procedure, from the Perdue School of Business, pending availability of funds. The scholarship is renewable for a second year, based on maintenance of a 3.3 GPA or above and a major in the Perdue School of Business as cited previously.

Note: Salisbury University reserves the right to adjust any institutional scholarship monies (Fulton, Guerrieri, Henson, Perdue and Presidential) if scholarship awards are in excess of $1,500 above the cost of tuition, fees, room and board budgets determined by the Admissions and Financial Aid offices.

▸ Seidel Nursing Scholarship

The Marilyn Seidel Nursing Scholarship recognizes an academically gifted nursing student who has demonstrated outstanding potential for nursing leadership and service. Minimum qualifications include the following: junior/senior level traditional or registered nurse student with at least a 3.0 grade point average; a letter of application to the Student Policies Committee, Department of Nursing; a self-evaluation of potential for professional leadership and service; and three letters of recommendation, at least one of which must be from a nursing faculty member.

The Student Policies Committee selects recipients of the scholarship, awarded for up to two years. Information is available from the Department of Nursing.

▸ Student Leadership Scholarship

The Student Government Association Appropriation Board awards scholarships annually to students who are outstanding campus student leaders. Recipients must have at least one full-time semester remaining at Salisbury University, be involved in one or more University recognized student organizations for at least one year, show outstanding leadership qualities and/or contributions for that organization(s) and have at least a 2.5 GPA. Information is available from the Student Government Association Appropriation Board.

▸ Sunrise Rotary International Scholarship

The Sunrise Rotary International Scholarship is available to both undergraduate and graduate international students. This $500 a semester award recognizes an outstanding international student each semester, who has spent at least one semester at Salisbury University. Recipients will be selected by a Sunrise Rotary International Scholarship Committee, consisting of selected SU faculty and staff, and will be judged on a student's good academic standing and a personal statement, outlining significant life experience, goals and commitment to the University. Each recipient will commit to a community service project as outlined by the Sunrise Rotary. Deadline for fall semester is March 1 and for spring semester is October 1. Information is available from the Office of International Student Services.

▸ Tony Topolski Memorial Scholarship Fund

The Tony Topolski Memorial Scholarship, in the amount of $500, is awarded annually to a sociology major with junior standing who indicates through scholarship and involvement in community activity a strong commitment to the pursuit of social justice and social change. Students must apply to the Scholarship Committee made up of the Sociology Department and a member of the Topolski family by May 1 with a brief essay describing their qualifications. This scholarship is renewable. For more information contact the Sociology Department.

▸ Carol Williamson Leadership Scholarship

The Dr. Carol Williamson Leadership Scholarship was established by the Student Government Association to recognize a deserving full-time sophomore or junior who has demonstrated leadership potential through his or her campus involvement. Candidates must apply to the Student Government Association in the spring semester. Eligible applicants must have a minimum cumulative GPA of at least 3.0 and ample evidence of leadership skills and experiences.

▸ Worcester County Teachers' Association Scholarship

The Worcester County Teachers' Association provides an annual scholarship to a junior education major who is a graduate of a Worcester County public high school and who has earned a 2.75 (or higher) grade point average at Salisbury University. The Education Scholarships/Awards Committee selects recipients of scholarships in March for the following academic year. Information and online application is available on the Seidel School home page.

▸ William H. Wroten Jr. Scholarship in History

This $500 scholarship is awarded annually to a history undergraduate or graduate student, with a minimum cumulative GPA of 3.5 or higher, who has made a significant contribution to the study of the Colonial Eastern Shore. Established by the class of 1959, the award recognizes the long-standing service of Dr. Wroten as chair of the History Department. The recipient is selected by the Wroten Scholarship Committee. Information is available from the History Department.

Scholarships for Transfer Students

▸ Christopher Scholars Program in Education

The Christopher Scholars Program provides scholarships to full-time students majoring in education with 3.3 minimum GPAs in high school and/or junior professional program students with minimum 3.5 GPAs who have financial need (established by completing the FAFSA by March 1). The scholarship may be renewed provided the recipient remains an education major with a minimum 3.3 GPA and has continued financial need.

▸ Phi Theta Kappa Scholarship

Phi Theta Kappa Scholarships are awarded to both Maryland and non-Maryland residents. To be eligible, an applicant must be a current member if Phi Theta Kappa, apply for fall admission directly from the community college program earn an associates degree (or 56 transferable semester hours) with minimum GPA of 3.50 and submit the complete scholarship application by March 1.

The Phi Theta Kappa Scholarships are renewable for the senior year, providing the recipient maintains a minimum GPA of 3.00

Applicant notification letter will be sent out by April

Part-time students or students who have earned a bachelor's degree are not eligible.

▸ Transfer Merit Scholarship

A Transfer Merit Scholarship is offered to a transfer student from a Maryland community college who enters as a junior in the fall semester. To be eligible, a transfer student must have a 3.5 GPA and have completed 60 transferable semester hours prior to coming to Salisbury University.

To apply, one needs to apply for admission. The recipient will be notified by the dean of admissions by April 15. The scholarship is renewable for the senior year provided the recipient maintains a 3.3 GPA.

▸ Lucy Tull Scholarship

The Lucy Tull Scholarship provides funding for Maryland residents of Wicomico, Worcester and Somerset counties pursuing degrees in medically related fields.

Scholarships may include full funding for tuition, room, board, books and fees and are renewable throughout the student's undergraduate studies. Eligible students must demonstrate financial need using the federal financial aid application and enroll as full-time students at SU. Freshmen applicants, upperclass transfer students from Wor-Wic Community College and current Salisbury University students are eligible for consideration.

Candidates must major within the Henson School and pursue a career in biology-secondary education, chemistry-secondary education, clinical laboratory sciences, nursing, pre-professional health track or respiratory therapy, however, priority is given to those studying nursing. Tull Scholarship recipients are not guaranteed acceptance into professional programs that require formal admission.

Scholarship applicants must submit a Tull Scholarship application and the FAFSA (www.fafsa.ed.gov) each year soon after January 1 so results will be available by the scholarship application deadline. Documents submitted by freshman and transfer applicants during the admissions process will be available to the Tull Scholarship Committee, whereas, SU academic transcripts will be reviewed for current SU students.

Tull Scholarship applications should be submitted to the advising services coordinator for the Henson School of Science and Technology. See SU's Web site for contact name and e-mail information.

The recommended deadline for applications is February 15; however, applications are considered until all funds are committed. Notification of scholarship awards begins in March.

Scholarships for Graduate Students

▸ Beta Gamma Sigma Scholarship

This $1,000 scholarship is awarded to a junior, senior or master's student. The chapter may select a current chapter member, an alumnus of the chapter or a student who will be invited to become a Beta Gamma Sigma member during the spring of the nominating year. Each chapter's scholarship recipient must complete the Beta Gamma Sigma scholarship application, including the required essay. Funding for this scholarship is from the Beta Gamma Sigma Society and the dean of the business school. Please see the Perdue School for details.

▸ Rick Dudley Scholarship Fund for Graduate Students with Disabilities

The first Salisbury University Foundation, Inc. scholarship for graduate students, the Rick Dudley Scholarship Fund for Graduate Students with Disabilities, provides assistance for disabled scholars. This scholarship program is a continuation of the Dudley family's abiding faith in the power of education to change lives.

The Dudley Scholarship provides varying scholarship amounts to assist in a variety of situations. Full-time graduate students can receive $5,000 per year for up to three years; part-time graduate students enrolled in four to six credit hours per semester can receive $3,000 per year for up to four years; and part-time graduate students enrolled in three or fewer credit hours per semester can receive $1,500 per year for up to four years. Applicants must meet the requirements of acceptance into a graduate program at Salisbury University and remain enrolled and in good standing in a graduate program.

▸ William H. Wroten Jr. Scholarship in History

This $500 scholarship is awarded annually to a history undergraduate or graduate student, with a minimum cumulative GPA of 3.5 or higher, who has made a significant contribution to the study of the Colonial Eastern Shore. Established by the class of 1959, the award recognizes the long-standing service of Dr. Wroten as chair of the History Department. The recipient is selected by the Wroten Scholarship Committee. Information is available from the History Department.

Student Life

www.salisbury.edu/students

Committed to enhancing students' academic experiences, Salisbury University helps students succeed both in and out of the classroom by sponsoring programs and activities designed to support an introduction to university life, involvement in campus and classroom activities, and promote academic and interpersonal growth. By empowering all students to become active and successful members of the learning community, students are educated to:

- commit to academic achievement,
- lead healthy lifestyles,
- think critically and reflectively,
- appreciate individual and cultural differences,
- foster a positive balance between autonomy and interdependence,
- assume leadership roles, and
- act in a manner that best represents themselves and the University.

Instrumental in supporting these values are organizations such as the offices of Student Affairs, Admissions, Financial Aid, Registrar, Career Services, Student Counseling Services, Student Health Services, Guerrieri University Center, Multicultural Student Services, University Police, Campus Recreation, University Dining Services, Athletics and Campus Recreation, the New Student Experience program, Judicial Affairs, and Student Activities, Organizations and Leadership, and others.

STUDENT RIGHTS AND RESPONSIBILITIES

The University supports the development of an environment that enhances academic success and engenders campuswide respect for the rights of others through a broad spectrum of policies and procedures; some of these are included in the *University Catalog* and many appear in other University documents (see Appendix A). Students can fully support their participation in the University community by familiarizing themselves with the policies that describe their rights and responsibilities, found in the following publications:

Faculty Handbook
Office of Academic Affairs

Campus Crime and Personal Safety
University Police

Residence Hall Information Booklet
Office of Housing and Residence Life (available online)

Student-Athlete Handbook
Department of Intercollegiate Athletics

Code of Conduct
Office of the Vice President of Student Affairs

University Catalog
Office of Academic Affairs

University System of Maryland Policies
Office of Academic Affairs

PROGRAMS AND SERVICES

Air Force ROTC

Salisbury University students who desire to earn appointments as commissioned officers in the United States Air Force are afforded the opportunity to participate in the ROTC program through a cross-town agreement between the University of Delaware and Salisbury University. The selection and instruction of applicants is the full duty of the University of Delaware. Interested applicants should contact the Air Force ROTC Office at 302-831-2863 or visit www.udel.edu/afrotc/. On-campus questions can be referred to the SU Provost's Office.

America Reads/America Counts Program

The America Reads/America Counts program provides qualified federal work-study students an opportunity to make a difference in the reading and math proficiency of kindergarten through fifth grade children in local schools. As tutors, federal work-study students receive a stipend for hours worked. This is an ideal opportunity for students who wish to pursue a career in education to gain hands-on teaching experience and to help elementary school students improve their reading and math skills.

Blackwell Library

Blackwell Library is located near the center of campus. Its collections include extensive book and periodical holdings, as well as a wide array of electronic resources and databases accessible through the library's Web site. Special resources and services include a government documents collection, an electronic classroom for library instruction, a Special Collections Room and an active interlibrary loan service. The online catalog provides direct access to and borrowing privileges from all the libraries in the University System of Maryland.

Bookstore

The University Bookstore, located in the Commons building, provides students with textbooks, required supplies and much more. Textbooks are available approximately two weeks prior to the first day of classes. Books incorrectly purchased may be returned for the full purchase price prior to the end of business on the seventh day of classes, provided they are accompanied by a valid cash register receipt, are clean (unwritten in) and resalable. All returns are subject to the discretion of the management.

The bookstore caters to many of the students daily needs, carrying dorm items, school supplies, and general reading and reference books. Students are eligible to purchase computer software and hardware at educational prices and configured to run on the campus network. A wide variety of campus wear and gifts are offered to suit every taste. With proper identification, personal checks, VISA, MasterCard, American Express and Discover are accepted.

Campus Recreation

The Campus Recreation Office provides the entire University community the opportunity to participate in a variety of individual, dual and team events. These competitive and noncompetitive programs include conditioning, games, sports and outdoor activities that are offered on campus as well as in regional and wilderness settings. In addition to the fun of participating in a favorite activity or novel experience, players may improve physical fitness, increase skill levels, make lifelong friends and enhance ethical qualities—trust, cooperation, honest, objectivity, etc. These objectives are consistent with the University's educational mission.

A high level of skill is not a prerequisite for participation in any activity offered through the Campus Recreation Office. Therefore, all current students, faculty and staff members are urged to take part in both intramural events and sports club activities.

Additional information and a calendar of events can be obtained in the Campus Recreation Office located in Maggs Physical Activities Center or on the Web at www.salisbury.edu/campusrec/.

▸ Intramural Sports

Competitive sports are a desirable part of a student's program of education. The Campus Recreation Office offers nearly 25 different intramural events throughout the academic year. These events are organized competitions among individuals and teams. Leagues and tournaments are scheduled for each intramural event, utilizing student supervision and student officials.

Intramural activities include five-on-five basketball, flag football, floor hockey, free throw contests, golf, NFL grid guessers, racquetball, sand volleyball, soccer, softball, tennis, three-on-three basketball, turkey trot, volleyball, walleyball, water polo, Earth Day 5K, three-point shoot-out and Turkey Trot 5K.

▸ Sports Clubs

Sports clubs are a vital part of the campus recreation program and are designed to provide the University community with opportunities to participate in activities of special interest. Participation varies with trends and student leadership. Sports clubs include cheerleading, disc golf, field hockey, ice hockey, men's lacrosse, men's rugby, men's ultimate, men's volleyball, sailing, women's lacrosse, women's soccer, women's rugby and women's ultimate.

▸ Recreational Facilities

Facilities available to all SU students include a strength room, fitness room, dance studio, racquetball courts, pool, gymnasia areas, indoor climbing walls, indoor and outdoor tennis courts, playing fields, track and locker rooms. A schedule of open times can be obtained in the Campus Recreation Office located in Maggs Physical Activities Center or by Web at www.salisbury.edu/campusrec/.

Center for Conflict Resolution

The Center for Conflict Resolution, located on the southwest corner of College and Camden avenues, provides the University and community with conflict resolution services and training. The center works with individuals and groups in conflict to build creative and self-sustaining solutions.

The center also houses the University's academic major and minor in conflict analysis and dispute resolution and acts as a clinic where students take classes, workshops and training in conflict analysis and dispute resolution. Students take practicum and internships through the center at locations both on- and off-campus. The center houses the student-run Campus Mediation Center that provides conflict resolution services to the student body. The center also provides support and use of its facilities to the Conflict Resolution Club.

In addition, the center has a research and evaluation wing that has received national recognition. The practice wing is composed of nationally recognized experts who work with center staff on large-scale conflict interventions worldwide. The center has a private, resource collection, the Bosserman Library, that contains materials on social justice, peace studies and conflict resolution. For more information go online to www.conflict-resolution.org.

Copy Center

The Copy Center provides quality, prompt, affordable copying and binding to all members of the University community (students, faculty and staff). Located in the basement of Holloway Hall (entrance facing Blackwell Library), the Copy Center employees can provide specific prices and services.

Dining Services

University Dining Services (UDS) provides various dining experiences for the convenience of students, faculty, staff and the campus community at large, and offers dining selections that are varied, creative and nutritionally sound. Dietary counseling is available through the staff registered dietitian. UDS provides financial support for students through work experience as well as paid internships in conjunction with academic studies.

The Commons, the hub of activity of Dining Services, offers many different services satisfying many different tastes. The Marketplace provides kiosk service with varied menus including Mexican, Italian, Oriental, vegetarian and home-style cooking. The Bistro offers alternative dining at its finest with a varied menu and upscale desserts. Seating is available in five dining rooms as well as the Rotunda, which boasts an outdoor atmosphere. The special Festival of Foods dinners heighten the excellent daily bill of fare with specialty events.

The Gull's Nest Pub and Eatery, located in the Guerrieri University Center, specializes in food "To Go." Open from 11 a.m.-11 p.m., Monday-Thursday; 11 a.m.-midnight, Friday; and 5 p.m.-midnight Saturday and Sunday; the Gull's Nest serves a specialized menu of hot entrees, sandwiches, burgers and fresh dough pizza. Dine in or take out! The Gull's Nest operates seven days a week and is available for special events coordinated through student organizations.

Satellite dining locations are available in Henson, Fulton and Caruthers halls and University Park and afford a variety of items including sandwiches and salads.

Cool Beans Cyber Café, located in the Guerrieri University Center, is a modern coffee shop with computer connections. Serving Starbuck's coffee, fresh pastries, salads and sandwiches, the cafe provides eight computer stations so students can enjoy quality food and beverages while checking e-mail or working on papers. Open Monday-Friday, 7:30 a.m.-midnight, and Saturday-Sunday, noon-midnight, the cafe provides a plush, relaxed and social atmosphere.

University Catering services to the campus community include everything from box meals to formal sit-down dinners. Catering also provides a work experience for students.

Guerrieri University Center

The Guerrieri University Center supports the mission of the University by helping create and sustain an ambience where all members of our community, and students in particular, are provided the opportunity, encouragement and support necessary to better realize their potential as individuals and scholars. The center provides myriad opportunities for students, as well as others, to realize the many dimensions of the University mission statement's core values of excellence, student-centeredness, learning, community, civic engagement and diversity.

Guerrieri University Center facilities include lounges; meeting rooms; Atrium Gallery; Career Services; Cool Beans Cyber Café; Disabled Student Services; Guerrieri University Center Office; Guerrieri University Center Information Desk; Gull's Nest Pub and Eatery; Multicultural Student Services; Office of New Student Experience; Office of Student Activities, Organizations and Leadership; Student Counseling Services; Vice President of Student Affairs Office; student radio station WSXU; student newspaper *The Flyer*; and student organization offices. An automated teller machine (ATM) is conveniently located just outside the north entrance.

Housing and Residence Life

Salisbury University does not have a residency requirement; however, 1,702 spaces are provided for undergraduate men and women. This represents approximately 34 percent of the undergraduate population. The Office of Housing and Residence Life provides students with high-quality facilities and living environments which support academic achievement and personal growth. The office places heavy emphasis on educating students regarding the rights and responsibilities associated with membership in the campus community. Professionally trained staff live and work in residence halls which provide residents with individualized assistance. Programs and activities of both a social and an educational nature are offered to complement the academic program.

On-campus housing is provided on a space-available basis to students who are matriculating for an undergraduate degree at the University and who are registering for 12 semester hours or more. Not eligible are students who have reached junior status (60 credits) and not achieved a minimum 2.0 GPA and students who have lived on campus for eight semesters already.

Additional information on facilities, services, regulations, assignment policies, etc. is included in the *Residence Hall Information* handbook, the housing contract and a variety of brochures published by the Housing Office. All are available upon request.

Information Technology

The Department of Information Technology is located on the first and second floors of Fulton Hall. Information Technology is responsible for the administrative computer system, the campus network and the residence hall network (ResNet). The GullNet administrative computing system is running on the PeopleSoft/Oracle suite of products. The campus network system provides GroupWise e-mail and Internet access across the campus, as well as access in the computing laboratories to many classroom/instructional software packages. Eight general purpose PC and MAC computer labs are located in the following buildings: Fulton Hall, Devilbiss Hall, Guerrieri Center, Henson Science Hall and Blackwell Library. These labs provide a setting for instruction as well as open use to faculty and students. In addition, Information Technology provides personal high speed Internet access to all students living on campus and in the University Park housing facility. More information can be found at the IT Web site, www.salisbury.edu/camptech.

Intercollegiate Athletics

The Intercollegiate Athletics Program is administered by the director of athletics and the Athletic Advisory Committee. Funding for this program is provided by student athletics fees, athletics contest receipts and various fund-raising projects.

The Intercollegiate Athletics Program includes: fall - (men) cross country, football, soccer; (women) cross country, field hockey, soccer, volleyball; winter - (men) basketball, swimming; (women) basketball, swimming; spring - (men) baseball, lacrosse, tennis, indoor and outdoor track and field; (women) lacrosse, softball and tennis.

Salisbury University is a member of the National Collegiate Athletic Association (NCAA) - Division III and holds conference affiliation in the Capital Athletic Conference (CAC), the Atlantic Central Football Conference (ACFC) and the Eastern College Athletic Conference (ECAC).

Eligibility for Salisbury University student-athletes is based upon the National Collegiate Athletic Association's (NCAA) constitution and bylaws. The NCAA principles of sound academic standards for eligibility are met based on the following criteria:

1. The student-athlete is admitted as a regularly matriculated, degree-seeking student in accordance with the regular, published University entrance requirements.
2. The student-athlete is in good academic standing as determined by the University faculty, in accordance with the standards applied to all students.
3. The student-athlete is enrolled in at least a minimum full-time program of studies and is making satisfactory progress toward graduation as determined by University regulations. The 12/24 credit hour rule is applied for eligibility.

Interpretation and the precise language of these principles as they apply to Salisbury University student-athletes are available from the Office of the Vice President of Student Affairs and the Department of Intercollegiate Athletics.

On-Campus Student Employment

Salisbury University employs over 1,000 undergraduate and graduate students every year. Employment opportunities are offered to students primarily to help defray University expenses. In addition, students enhance their academic pursuits by learning skills, responsibilities, habits, attitudes and processes associated with employment. The student work force is a viable addition to the University staff, enabling the institution to function efficiently on a daily basis.

Students selected for employment contract to work a maximum of 20 hours per week on campus. They are trained in their respective departments and are evaluated at the end of their contract period by their supervisors.

Career Services provides information regarding on-campus and off-campus employment.

PACE

The Institute for Public Affairs and Civic Engagement (PACE) sponsors the Presidential Citizen Scholar Program, internships with local governments and non-profit organizations, projects that involve students in addressing local and regional governmental concerns, student-staffed citizen opinion surveys for regional clients, the Paul S. Sarbanes Lecture Series and public policy lectures.

Post Office

The campus post office, located on the ground floor of the Commons, offers full postal service from 8 a.m.- 5 p.m. Monday-Friday. Students pick up the combinations for their boxes at the window by presenting their campus identification cards.

Public Relations/Publications

Professional writers, editors, graphic designers, and media and public relations experts are available to assist students with promotion of significant achievements and community-oriented activities. Free media services include press releases, public service announcements, calendar listings, contacts, etc. For a small fee, design services are available for the production of brochures, newsletters, posters, programs, etc. Students can print from disk or hard copy on the office's color copier (price varies with job complexity). Both PC and Macintosh are supported. It is University policy that all contact with off-campus media, printers and public relations professionals come through PR/Publications, located on the first and second floors of Holloway Hall.

Scarborough Student Leadership Center

In 1998, J. Michael Scarborough, SU alumnus and president and CEO of The Scarborough Group, Inc., pledged $800,000 to build a student leadership center on the campus of SU to serve as a focal point for the activities of both social and honorary Greek organizations on the campus, while nurturing the highest aspirations of these organizations: service, scholarship and leadership

The Scarborough Student Leadership Center brings together fraternities and sororities, academic honor societies and leadership programs under one roof. The facility houses offices for student organizations, meeting rooms and a Leadership Library. Student activities that take place in the building include club meetings, induction ceremonies, leadership workshop series, regional leadership conference, leadership retreat, and faculty, staff and student meetings.

ShoreCAN Volunteer Center

The ShoreCAN Volunteer Center, located in Career Services, serves as a clearing house for community-based organizations in Somerset, Wicomico and Worcester counties. Consisting of 175 registered non-profit agencies, 35 media partners and 636 service partners, ShoreCAN publicizes the volunteer needs through its newsletters and through area media outlets. The center provides students and student organizations with opportunities to volunteer in the local community.

ShoreCAN's mission is to generate citizen action through community service to address current volunteer needs on Maryland's Lower Eastern Shore. The name reflects a Shore tradition of citizens responding to those in need and the center's capacity to meet those needs through community-based citizen action. The ShoreCAN slogan, "Bringing human resources to human needs," conveys that the diverse talent, energy and caring spirit of individual citizens represent the greatest untapped resource in addressing the needs of the community.

Student Activities, Organizations and Leadership

Participation in co-curricular activities is a vital part of students' education and college experiences. The Office of Student Activities, Organizations and Leadership's (OSA&L) mission is to engage students in developing a personal philosophy of leadership that includes understanding self, others and community. The leadership development program is multifaceted, the goals are to: recognize every member of the community as a potential leader; to provide students opportunities to practice leadership; and to empower students to understand and realize their civic responsibilities. The office is a constant support network for students interested in the over 130 student organizations at SU, and assists students in forming new organizations.

SU's diverse organizations range from departmental clubs, such as the Education and History clubs, to student publications like *The Flyer* newspaper and *Mid-Atlantic Review* literary magazine. There are also sports and special interest clubs, religious organizations and active student radio and television stations. Students have their own governing body in the Student Government Association and many different types of professional entertainment are provided by the Student Organization for Activity Planning (SOAP). The growing Greek system gives students the opportunity to consider membership in one of six national fraternities or five national sororities.

Student Affairs

The Office of Student Affairs provides a variety of programs and services which complement the academic mission of the University and create opportunities for personal growth. Student services include Counseling Services, Career Services, Student Health Services, University Police, Guerrieri University Center, Housing and Residence Life, Student Activities and Organizations, Campus Recreation and Athletics, Multicultural Student Services, and New Student Orientation.

Student Health Services

Recognizing that optimum health is essential to effective learning, the University maintains a health service available to all students. Student Health Services, located in the south end of Holloway Hall across from the library, provides confidential treatment of illness and injuries through a well-equipped facility and certified, experienced professional staff, including two registered nurses and three nurse practitioners. Physician services are provided daily by Emergency Service Associates, a group of emergency room physicians, all board certified. Student Health Services is fully accredited by the Association for Ambulatory Healthcare.

If a student contracts a contagious disease or acute illness, the family is notified and required to arrange for the student's care until recovery.

Prior to treatment in Student Health Services, each student is required to complete a health history form. An up-to-date immunization record is required of all students regardless of age. Failure to provide this information may result in the student being unable to register for classes.

The University assumes no financial responsibility for student care other than that provided by Student Health Services. Students are urged to carry their own accident and health insurance since the University is not legally responsible for accidental injuries and resulting medical expenses. Students are encouraged to continue with their parents' coverage or to seek advice from an independent broker.

In addition to clinical services, a wide range of co-curricular health promotion and educational programs are provided in a variety of campus settings.

Patient hours are Monday-Tuesday and Thursday-Friday, 8:30 a.m.-4:30 p.m. and Wednesday, 9 a.m.-4:30 p.m. Students are seen by appointment during posted patient visit hours. All services are confidential. Student Health Services can be contacted by phone at 410-543-6262 or by Web at www.salisbury.edu/health.

Telecommunications

The Telecommunications Office handles all facets of the campus telephone system. Each residence hall room is equipped with a telephone jack enabling residents to contact other rooms on campus and to receive incoming calls. Students must provide their own phones. In order to place off-campus calls, students must activate an authorization code account with the Telecommunications Office. The office, located in University Police Building Room 104, is open Monday-Friday, 8 a.m.-5 p.m.

University Police

The Office of University Police, located in the East Campus Complex, can be contacted 24 hours a day. University Police services include investigation of crimes and incidents on campus, response to emergencies, vehicle registration and parking enforcement, lost and found, and physical security of buildings.

This office annually publishes campus crime statistics. Copies and crime prevention materials are available upon request. The University Police Web site is www.salisbury.edu/police.

Veteran Affairs

The Veterans Affairs Office aids veterans, eligible dependents and survivors of veterans, and active duty military personnel in obtaining benefits and services for which they may be qualified through the Montgomery G.I. Bill, Serviceman's Opportunity College and other U.S. government programs geared toward veterans and current military personnel. Veterans Affairs personnel can assist with the application and certification processes for relevant counseling, financial assistance, vocational rehabilitation and work-study programs, and with the awarding of experiential credit. The Veterans Affairs Office is located within the Registrar's Office.

Honors and Recognitions

www.salisbury.edu/academic

OUTSTANDING ACADEMIC ACHIEVEMENT

The University recognizes students who have demonstrated outstanding achievement through:

Celebration of University Leadership Awards Show

Each year the Office of Student Activities, Organizations and Leadership works with the Student Government Association to provide the Celebration of University Leadership Awards Show, a semiformal awards presentation designed to recognize the time, effort and service student leaders offer to the University community.

Dean's List

Compiled and issued each semester by the school deans' offices, the Dean's List is composed of matriculated students who have at least 12 semester hours with grades of A, B or C with a grade point average of 3.5 or higher for the semester. Students so honored receive a certificate and have their names entered on the Dean's List.

Honors Convocation

Each spring semester, an Honors Convocation recognizes students who have made outstanding contributions to campus life and who have distinguished themselves academically. High-achieving students are presented with the following awards:

Achievement Key Award

The Achievement Key Award is given by the Honors Convocation Committee of the faculty on the basis of outstanding scholarship and campus service. Junior and senior students are eligible for nomination if they have completed 18 credit hours or more during the preceding two semesters and have earned a 3.6 grade point average or higher for each of these two semesters. Students who receive the Campus Life Award may not simultaneously receive the Achievement Key Award.

Art Department Alumni Recognition Award

This award is given to an art student or students in honor of an alumnus that the Department of Art chooses to recognize.

Art Department Meritorious Award

Art faculty select one or more full- or part-time students who have completed a minimum of 30 semester hours at SU and have submitted a portfolio and written statements about their work or art-related achievements.

Art Department Student Assistantship Award

This award is presented annually to rising junior or senior art major or liberal studies major who demonstrate excellence in one of the art tracks, maintains an overall grade point average of at least 3.0 or better and receives a recommendation from one of the Department of Art faculty members,or the director of University Galleries or the dean of the Fulton School of Liberal Arts. The award is meant to assist full-time art major or liberal studies-art major pursuing a Bachelor of Art or a Bachelor of Fine Arts in art.

Outstanding Senior Student Athletic Trainer Award

Sponsored by Peninsula Orthopedic Associates, Inc., this award is given to a graduating senior seeking certification as an athletic trainer who has shown exemplary performance in four categories: scholarship, clinical experience, extracurricular activities in athletic training and involvement in non-athletic training related extracurricular activities.

Thomas E. Bellavance Award

The Honors Program distinguished student scholarships are awarded each year to students who have been active participants in the Bellavance Honors Program and who have maintained the highest overall grade point averages of all honors students.

Richard Bernstein Achievement Awards for Excellence

The Richard Bernstein Achievement Awards are presented annually to outstanding students from across the University who have demonstrated entrepreneurial behavior. Selection is based on a broad set of criteria, including evidence of appreciation for American capitalism, leadership, organizational abilities, creativity, self-initiative and commitment.

Biology Faculty Award

The Biology Faculty Award is presented annually to one or more graduating biology majors who have displayed outstanding leadership and service to the Biology Department in addition to having maintained academic excellence.

Board of Regents Outstanding Scholar Award

This award is given in recognition of outstanding ability demonstrated by scholarly work. The recipient must be a Maryland resident of junior status, have a cumulative grade point average of 3.5 and must be actively involved in the Honors Program.

School of Business Outstanding Senior Award

Each year the Franklin P. Perdue School of Business presents awards to senior students from each major/concentration area. These non-monetary awards are based on outstanding academic performance and input from faculty in each area of concentration.

Campus Life Award

Campus Life awards are granted by the University Honors Convocation Committee of the faculty to undergraduate students who have made outstanding contributions to campus life. Students are eligible for nomination on the basis of a 2.6 cumulative average and completion of 18 credit hours or more for the two preceding semesters. This award is limited to not more than 1 percent of the student body. Any recipient of the Achievement Key may not simultaneously receive this award.

Caruthers Memorial Fund Award

The Caruthers Memorial Fund Award is awarded to a junior or senior education major who evidences academic scholarship, leadership skills, involvement in campus and community activities, and shows promise of becoming an outstanding teacher.

Junior Chemistry Scholar Award

This scholarship recognizes a junior-level chemistry major for scholastic achievement and demonstrated potential for a career in chemistry.

Diana Marie Clayton Memorial Award

This award is given in memory of Diana Marie Clayton in recognition of enthusiasm, dedication and academic performance demonstrated in the study of professional nursing.

Delmarva Chapter, Institute of Management Accountants Award

The Institute of Management Accountants Award is an unencumbered gift to an outstanding senior in accounting and is based on academic performance, leadership, and involvement in campus and community activities.

Delta Kappa Gamma Society, Beta Chapter Award

This award is presented by the Beta Chapter of Delta Kappa Gamma Society to an outstanding woman student teacher who best exemplifies the fine qualities and characteristics of the profession.

Distinguished Computer Science Student Award

Presented annually to computer science students who have been recognized by a consensus of full-time faculty in the Department of Mathematics and Computer Science for demonstrating outstanding computer science expertise.

Robert Elderdice Memorial Award

In memory of his interest in and love of American literature, the family of Robert Elderdice has provided this annual award to a promising undergraduate English major who has expressed a special interest in pursuing the study of American literature.

Eugene D. Farace Outstanding Senior Award in Geography

This award is presented to a graduating geography major who has achieved at least a 3.5 grade point average in geography, has given exceptional service to the department and has developed well-defined professional goals.

A.L. Fleming Memorial Fund Award

The A.L. Fleming Memorial Fund Award is an unencumbered gift presented to an outstanding junior in the Perdue School of Business.

Fondes Outstanding Graduating Senior Nursing Award

This award provides a meaningful memorial to Tabitha Parker Fondes. It recognizes an outstanding graduating senior nursing major who demonstrates high academic standards, clinical excellence and leadership qualities.

Fulton School of Liberal Arts Permanent Collection Award

Monetary award given annually in recognition of an outstanding senior art student. The selected piece created by this individual will become part of the Fulton School of Liberal Arts permanent art collection.

Geographic Society Award

This award is given to students who have consistently displayed scholarship and interest in the study of geography. To be eligible students must have a minimum 3.25 grade point average in geography and must have completed at least 15 semester hours in this discipline. In addition, students must currently be enrolled in a geography course and hold membership in the Geographic Society.

James F. Glenn Memorial Award in Chemistry

The James F. Glenn Memorial Award in Chemistry is presented annually by the Department of Chemistry for academic excellence and future promise in the field of chemistry.

Joanne Grant Scholarship in Theatre Award

The Joanne Grant Scholarship in Theatre Award is given annually to two students who have demonstrated hard work, dependability and dedication to the art and craft of theatre.

Guerrieri University Center Music Major Award

The Guerrieri University Center Music Major Award honors a degree-candidate music major who has demonstrated outstanding musicianship by exceptional recital performance and academic achievement.

Guerrieri University Center Scholar Athlete Award

Recognizes varsity intercollegiate athletics team members who have attained a cumulative grade point average of 3.0 or better and who have made outstanding contributions to team leadership.

History Department Scholastic Award

The History Department Award is presented to a graduating senior history major who has demonstrated outstanding scholastic ability and has provided substantial leadership for the many student activities sponsored by the History Department.

Khazeh Family Distinguished Senior Awards

Awarded annually in honor of Dr. Kashi Khazeh's parents to recognize two distinguished Perdue School graduating seniors, one in finance and one in international business. The recipients must have a minimum 3.3 cumulative grade point average as well as a minimum 3.55 grade point average in all bona fide finance/international business courses already completed. They must also have demonstrated leadership roles and have been involved in extracurricular activities.

Maryland Association of Certified Public Accountants Award

This award is presented annually to a junior who has demonstrated outstanding achievement in accounting, ranking in the top 10 percent of the class, and who has evidenced leadership or involvement in campus, community and professional activities.

Department of Mathematics and Computer Science Outstanding Service Award

The Mathematics and Computer Science Outstanding Service Award is given to a student who has been selected by consensus of the full-time faculty in the Department of Mathematics and Computer Science to have done the most to promote a mathematical environment at Salisbury University.

▸ Anne H. Matthews Memorial Award

The Anne H. Matthews Memorial Award is presented to an education major in the junior class who shows promise of becoming a highly successful teacher.

▸ Most Promising Mathematician Award

The Most Promising Mathematician Award is presented annually to math majors who have a 3.0 grade point average or higher and who have been judged by a consensus of full-time faculty in the department to show the most promise in mathematics.

▸ Department of Music Award

This award is presented to a music or music education senior degree candidate who demonstrates musicianship through some outstanding performance contribution, superior academic achievement, and exemplification of superior personality and character traits.

▸ National Dance Association Award

This award is given each year to an outstanding dance minor who demonstrates scholarship, participation, and leadership in dance. To be eligible, a student must possess a 3.0 overall grade point average and a 3.3 grade point average in dance courses, have completed at least 15 semester hours in the discipline, be currently enrolled in a dance course, and hold membership in the SU Dance Company.

▸ Duane C. Nichols Memorial Scholarship Award

The Duane C. Nichols Memorial Scholarship Award is awarded to the graduating senior English major earning the highest honors in the discipline.

▸ Outstanding Foreign Language Student Award

Presented to a graduating senior who has taken classes in at least two languages, who has shown academic excellence and who has actively participated in extra-curricular activities in the department.

▸ Sallie Dryden Parker Memorial Award

The Sallie Dryden Parker Memorial Award is given for outstanding performance in film studies or for general contributions to the development of film consciousness on campus and in the Salisbury community.

▸ Philosophy Department Outstanding Student Award

An award for excellence in philosophy is given each year to a student who has consistently demonstrated both the ability to master philosophical ideas and the willingness to engage in the kind of thoughtful reflection which the Philosophy Department seeks to foster.

▸ Physical Education Excellence Award

The Physical Education Excellence Award is given to a junior or senior physical education major who has a minimum overall grade point average of 3.2, shows leadership ability and is committed to a career in physical education.

▸ Excellence in Physics Award

Given to outstanding seniors who have demonstrated a high level of general academic achievement and excellence in physics.

▸ Pi Gamma Mu Award

Awarded to the graduating senior or seniors who have maintained a grade point average in the social sciences of at least 3.1 and have been active in the local chapter of Pi Gamma Mu and in regional or national Pi Gamma Mu functions or conferences.

▸ Psychology Department Award

This award is presented annually for academic achievement and outstanding contributions to the Psychology Department.

▸ E. Pauline Riall Achievement Award

The E. Pauline Riall Achievement Award is presented annually by the School of Education and Professional Studies to an outstanding education major as selected by a faculty committee.

▸ Salisbury Rotary International Club Award

The Salisbury Rotary International Club awards are presented to students in the Perdue School of Business who have demonstrated outstanding ability. Selection is based on resident status, academic performance and financial need.

▸ John and Mary-Claire Roth Honors Thesis Prize

The John and Mary-Claire Roth Honors Thesis Prize is awarded annually to the Thomas E. Bellavance Honors Program student who is judged to have written the best honors thesis in the current year's graduating class.

▸ Justin Y. Shen Memorial Award

This award is given in honor of Dr. Shen's selfless efforts on behalf of the University, the community and the scholarly world. To qualify for this award students must be of junior or senior class rank, political science majors, possess a 3.0 overall grade point average and a 3.25 grade point average in political science courses, and demonstrate leadership ability and a commitment to a career in politics or government.

▸ Social Work Student of the Year Award

The Social Work Student of the Year Award is based upon academic achievement, leadership and service to the University and community.

▸ Leland Starnes Memorial Award

This award is granted to a new student whose work in theatre has demonstrated promise in growth as an artist, whose pursuit of excellence is foremost and whose habits reflect professionalism. It is given as an academic memorial in honor of Dr. Leland Starnes who during the last eight years of his life firmly established the reputation of Salisbury University for quality theatre.

▸ Walter C. Thurston Memorial Award

The Walter C. Thurston Memorial Award is sponsored annually by the Salisbury Exchange Club for a full-time art major who has completed a minimum of three photography courses at SU with a "B" average. The Art Department faculty reviews all applicant portfolios and written comments of those students whose careers will involve photography in some manner.

▸ Undergraduate Nursing Achievement Award

These awards are presented to the graduating seniors with the highest grade point averages. When a significant proportion of the class is comprised of registered nurse students, an additional award is given to the registered nurse student with the highest grade point average.

▸ Wall Street Journal Achievement Award

The Wall Street Journal Achievement Award is presented annually to a junior in the Perdue School of Business who has demonstrated outstanding student achievement.

▸ Wilcomb E. Washburn Student Prize in History

This prize is presented annually at convocation by the Edward H. Nabb Research Center for Delmarva History and Culture to a full-time student of junior or senior class rank who has demonstrated superior primary research competence on a topic concerned with Delmarva history. Applicants will have a minimum grade point average of 3.0 and will have used the Nabb Research Center in their research.

▸ Who's Who Among Students in American Universities and Colleges

Who's Who Among Students in American Universities and Colleges has a half-century tradition as one of the most highly regarded and long-standing honors in the nation for upper-class and graduate students.

Currently Who's Who awards are given annually at 1,000 higher education institutions in all 50 states and the District of Columbia. Criteria used by the selection committee include scholarship, participation and leadership in academic, community, athletics and extracurricular activities.

ACADEMIC HONOR SOCIETIES

▸ Alpha Sigma Lambda

Alpha Sigma Lambda, established in 1992, is the honor society for adult learners. According to national guidelines, invitation to ASL is based on academic performance, age 25 years or older, four semester part-time and two semester full-time residency at SU and completion of 30 credit hours (15 of which must be outside a student's major). Eligible students are notified each spring semester.

▸ Beta Alpha Psi

As the premier professional business and financial information fraternity, Beta Alpha Psi recognizes academic excellence and complements members' formal education by providing interaction among students, faculty and professionals, and fosters life-long growth, service and ethical conduct. Scholars in these fields are recognized by achieving a 3.0 overall grade point average.

▸ Beta Beta Beta

The purpose of Beta Beta Beta Biological Honor Society is to function as an honor and professional society for students of the biological sciences. Its activities shall be designed to stimulate interest, scholarly attainment and investigation in the biological sciences and to promote the dissemination of information and new interpretations among students of the life sciences.

▸ Beta Gamma Sigma

The mission of Beta Gamma Sigma is to encourage and honor academic achievement and personal excellence in the study and practice of business. It is the only scholastic honor society recognized by the International Association of Management Education (AACSB). Membership is open to both M.B.A. students and undergraduate students with a major in accounting, business administration or management information systems who are tapped by the Perdue School of Business. To be tapped, undergraduate students in their junior year must be in the top 7 percent of their class or seniors in the top 10 percent of their class. M.B.A. students must be in the top 20 percent of their class. Of approximately 300,000 students receiving M.B.A. accounting, business administration or management information systems degrees nationally in any given year, approximately 15,000 are tapped for membership in Beta Gamma Sigma.

▸ Gamma Theta Upsilon

The Zeta Eta chapter of Gamma Theta Upsilon, an international honor society in geography, was established at SU in 1980 to recognize scholarly achievement and to foster professional growth and geographic research. Junior or senior geography majors are eligible for membership by completing at least 18 credit hours of geography with a minimum grade point average of 3.25 and an overall grade point average of 3.0. Notification of eligibility is given by the organization to prospective members .

▸ Honors Student Association

The purpose of the Honors Student Association is to provide students with cultural, intellectual and social activities outside of the classroom setting and to promote community service. The group also serves as a liaison between students enrolled in the Bellavance Honors Program and the Honors Program Committee. It makes recommendations for honors course offerings and advises the committee on matters relating to program requirements and changes.

▸ Kappa Delta Pi

The Rho Eta chapter of Kappa Delta Pi promotes excellence in and recognizes outstanding contributions to education. This honor society endeavors to maintain a high degree of professional fellowship and growth among its members. Qualifications for membership are academic achievement and leadership in education.

▸ Lambda Beta Honor Society for Respiratory Care

The Lambda Beta Honor Society for Respiratory Care at SU was formed to bring together those who are interested in a career in respiratory care. The purpose of the honor society is to promote, recognize and honor scholarship, achievement, service and character of students, graduates and faculty members of the SU Respiratory Therapy Program. Junior and senior student members are available to mentor those wishing to pursue a career in respiratory care. Students will be invited to become members of the SU chapter of Lambda Beta after completing the first semester as a respiratory major with a GPA of 3.0. Students in the top 25 percent of their class will be inducted into the national level of Lambda Beta during the spring semester of their senior year.

▸ Lambda Iota Tau

Lambda Iota Tau is an honor society designed to recognize English majors who have achieved scholastic excellence. The Delta Psi chapter of Lambda Iota Tau was chartered in July 1976 and has inducted members every year since. To qualify, English majors must earn 55 or more credit hours at SU, attain at least a 3.1 grade point average in 12 or more hours of literature a English, and maintain at least a 3.0 cumulative grade point average. Those majors meeting such qualifications will be invited to submit initiation papers. Those whose papers meet chapter standards will become members of Lambda Iota Tau.

▸ Lambda Pi Eta

Lambda Pi Eta is the official undergraduate communications honor society of the National Communication Association. Its purpose is to recognize, foster and reward outstanding scholastic achievement, stimulate interest in the field of communication studies, and to promote and encourage professional development among communication majors.

▸ Omicron Delta Kappa

Omicron Delta Kappa is a national leadership honor society for college students that recognize and encourage superior scholarship, leadership, and exemplary character. The society also recognizes achievement in athletics, campus or community service, social and religious activities, speech and the mass media and the creative and performing arts.

▸ Phi Alpha

The Chi Eta chapter of the social work honor society encourages high scholastic attainment, provides a closer bond among students of social work and promotes humanitarian goals and ideas.

▸ Phi Alpha Theta

The Eta Iota chapter of Phi Alpha Theta international honor society in history was established in 1959 to serve the needs of those students who have maintained a high scholastic average and who are interested in the further study and teaching of history. Membership is restricted to juniors and seniors. Notification of eligibility is given by the organization.

▸ Phi Epsilon Kappa

The Epsilon Theta chapter of the Phi Epsilon Kappa Physical Education Honors Fraternity is an organization dedicated to improve the recognition of physical education and interests of the profession in an academic community.

▸ Phi Eta Sigma

Phi Eta Sigma is a national honor society whose goal is to encourage and reward academic excellence among freshmen in institutions of higher learning. Freshmen are invited to join if their cumulative grade point average at the end of the fall or spring semester of their first year is 3.5 or higher. Membership is recognition of personal accomplishment and serves as an incentive for continued high scholarship. It provides members the opportunity to meet freshmen scholars from all academic disciplines and to join them in promoting academic excellence. Members may apply for scholarships available from national and local chapters.

▸ Phi Kappa Phi

Phi Kappa Phi is an international honor society with a local chapter on the SU campus. It fosters and recognizes outstanding scholarship in students from all areas of instruction. It is the only honor society which moves across the lines that traditionally separate the diverse academic disciplines. Juniors and seniors invited to membership must rank in the upper brackets of their graduating class. Those eligible for induction are notified during the academic year.

▸ Phi Sigma Tau

The Maryland Zeta chapter of Phi Sigma Tau, an international honor society in philosophy, considers its organization instrumental in the day-to-day existence of the University. It serves as a means for developing and honoring academic excellence as well as philosophical interest. In addition to providing a means of awarding distinction to students having high scholarship and interest in philosophy, the society also promotes interest in philosophy among the general collegiate public. The society gives notification of eligibility.

▸ Pi Gamma Mu

Pi Gamma Mu is an international honor society in the social sciences. To qualify for membership, a student must be a junior, senior or graduate student in the upper 35 percent of the class; have at least 20 semester hours in one or more of the five core areas (economics, history, international relations, political science, sociology/anthropology) and in some other social science disciplines such as social psychology, criminal justice or human geography; and have a GPA of a B or better. Membership and leadership in the collegiate chapter are shared equally between faculty and students. Pi Gamma Mu gives recognition to good scholarship and actively promotes it all year long through enriching activities, service projects, a scholarship program and a lectureship program.

▸ Pi Sigma Alpha

The Pi Xi chapter of Pi Sigma Alpha, a national honor society in political science, was established in 1987 to recognize the scholarly achievement of outstanding political science students. To qualify for membership, a student must complete 18 hours of political science courses, be a junior or senior, have a 3.0 overall grade point average and have a 3.25 grade point average in political science courses.

▸ Psi Chi

Psi Chi, a national honor society in psychology, was founded in 1929. The Salisbury chapter was established in 1974 to advance the science of psychology and to encourage, stimulate and maintain scholarship of its members in all fields, particularly psychology. The requirements for membership in Psi Chi start with the completion of 12 semester hours in psychology and satisfying grade point requirements.

▸ Sigma Delta Pi

Sigma Delta Pi is the largest foreign language honor society in existence and is accredited by the Association of College Honor Societies. To become a member, a student must have completed three years of college-level Spanish, including at least three semester hours in Hispanic literature or Hispanic culture with a minimal grade point average of 3.0 in all Spanish courses and a cumulative grade point average of 3.0.

▸ Sigma Iota Epsilon

Sigma Iota Epsilon is a national honorary and professional fraternity affiliated with the Academy of Management. The Epsilon Pi chapter recognizes achievement in management scholarship and professional development. Scholars majoring in a management field are recognized by achieving a 3.3 overall grade point average. Professional recognition can be achieved through a combination of management study, development activities approved by the chapter and grade point average./

▸ Sigma Theta Tau

Sigma Theta Tau, the international nursing honor society, recognizes excellence in scholarship, leadership and research in nursing. To qualify for membership in SU's Lambda Eta chapter, an undergraduate student must have completed one-half of the nursing curriculum, rank in the upper 35 percent of the graduating class and demonstrate potential for or achievement in nursing leadership. A graduate student is required to have a 3.5 GPA, to have completed one-fourth of the program of study and have potential for leadership in the nursing profession.

Undergraduate New Student Experience

www.salisbury.edu/newstudexp

The University's New Student Experience program is designed to help new undergraduate students achieve success in college. It has eight equally important components:

▸ University Visits

For high school students, and for college students considering transferring, deciding on a college requires comprehensive information about that college's campus, faculty, staff, students and programs. SU provides this opportunity at its Saturday Open Houses, held monthly throughout the academic year. Prospective students also may learn about the University during weekday visits arranged through the Admissions Office. In either case, prospective students learn what they need in order to make an informed choice.

▸ Preview (Summer Advising and Course Registration)

All new students come to the campus for one day in the summer or winter and participate in discussions on campus life, academic and career planning, and registration for fall or spring semesters. Information is provided about financial aid, dining services, housing and residence life, parking, and student activities, organizations and leadership.

▸ New Student Seminars (Orientation)

All new students and transfer students with fewer than 24 credits enroll in a brief orientation seminar in which they learn important academic skills, become aware of campus services and organizations, and develop supportive relationships with others in the campus community. Students may complete this requirement through several alternative experiences in the summer or winter before beginning their freshman year or in a classroom setting on campus during their first semester at SU. No credit toward graduation is awarded for this course.

▸ Opening Week (Fall and Spring Semesters)

All new students and transfer students with fewer than 24 credits attend academic and social events that are planned exclusively for them prior to returning student move-in. Students and family members are formally welcomed by the president, provost, Student Affairs Office staff members and the president of the Student Government Association. A signing-in ceremony takes place where students sign a class register that forever places them in the history of that class. A Family Farewell Picnic is provided to give family members an opportunity to share a meal with their students prior to their leaving. Academic and social opportunities are provided for students.

▸ Fall Convocation

Fall Convocation marks the beginning of each academic year. Music, the procession of the faculty in academic regalia and a special address by a faculty member mark this traditional ceremony designed to encourage new students to reflect on the meaning of a college education and the challenges facing them.

▸ New Student Reader

The New Student Reader program is designed to provide a common experience for incoming students, to enhance participation in the intellectual life of the campus through stimulating discussion and critical thinking around a current topic, and to encourage a sense of community between students, faculty and staff.

▸ Welcome Week

The Office of Student Activities, Organizations and Leadership seeks to provide events that will allow new and current students an opportunity to become involved with campus life, complement the classroom experience with co-curricular activities and aid in forming relationships with the students.

▸ Family Weekend

Family Weekend is planned for the families of new and returning students. Held early in the fall semester, this event provides family members an opportunity to visit the campus, meet with professors and staff, sit in on class sessions typical of the University's course offerings, and attend special events in order to observe firsthand the transition new students make to University life.

▸ Honors Convocation

Each year during the spring semester, an Honors Convocation is held. At this event, public recognition is given to students who have made outstanding contributions to campus life and who have distinguished themselves academically. Information on all awards is available from the Office of the Vice President of Student Affairs.

Registration and Student Records

www.salisbury.edu/registrar

For information on graduate registration refer to the Graduate Student Information section of this catalog, Page 15.

REGISTRAR'S OFFICE

The Registrar's Office, located in Holloway Hall, handles registration for all credit-bearing courses offered by the University and maintains student biographical and academic records. The office publishes online and regularly updates a comprehensive academic calendar, registration procedures, a complete list of course offerings, and other materials pertinent to the advisement and registration process for the upcoming term.

REGISTRATION

General Information

To receive academic credit for a course, a student must be officially registered for the course. Normally, students are not allowed to enroll in any new coursework after the first week of classes. The University reserves the right to discontinue any under-enrolled courses or course sections.

Academic Advisors

Academic advisors provide students with pertinent information about their majors and assist in planning their programs of study. Once students have selected their majors, they are assigned faculty advisors in their major departments. Students declaring undecided as their major are assigned advisors by the Office of Academic Affairs. Students are encouraged to make an appointment with their faculty advisors early in the semester to discuss their programs and goals. Students must confer with their assigned academic advisors regarding course selection, requirements and other academic matters prior to registration each semester.

University System of Maryland Inter-Institutional Registration Program

The Inter-Institutional Registration Program at Salisbury University is designed to foster an interchange of students between Salisbury University (the home institution), University of Maryland Eastern Shore (the host institution) and the other University System of Maryland institutions. Students wishing to participate in this program must first seek approval from both institutions through an Inter-Institutional Registration form available from the Registrar's Office. Enrollment is based on a space-available basis. Students are expected to have met the prerequisites and other criteria set for screened or restricted programs of study.

Interested students must have a combined semester course load enrollment at both institutions of at least 12 credits, and at least six of the credits must be taken at Salisbury University. SU students pay full-rime tuition and fees to Salisbury University and may be assessed additional fees by the host institution. The grades and credits earned in applicable courses taken through inter-institutional registration will be considered as resident credit and, therefore, will be included in the calculation of semester and cumulative totals on SU records. Students must follow the course withdrawal deadlines of the host institution. Special permits, parking and other fees at the host institution will be billed by the host institution and are the responsibility of the student electing to participate in the program. For additional information, contact the SU Registrar's Office.

Registration

Matriculated freshmen enrolling for the fall semester participate in an organized advisement and registration session during the summer orientation program. An abbreviated program is provided for matriculated transfer students entering for the fall semester, and all matriculated new students entering for the spring semester.

For current students, Program Planning is held mid-semester in the spring and fall. Students are responsible for establishing advisement appointments with their faculty advisor. Once they have received approval from their advisor, students will register via self service on their GullNet account at assigned appointment times.

Non-matriculated students may register for fall and spring semester courses during the time periods indicated in the academic calendar.

Summer and winter term registrations for all students occur during the preregistration/program planning period and at designated times prior to the start of classes.

Drop/Add Period

Students may adjust their course schedules during the drop/add period which takes place during the first week of classes, for courses that meet two or more days per week. The period is extended through the second week for courses that meet one day per week. Courses that are officially dropped during this period do not appear on the student's permanent academic record.

Ghost Policy

(Revised fall 2008)

During the drop/add period of spring and fall semesters, an instructor may drop a student from a course roster under the following circumstances:

a) The student misses two consecutive class sessions of a course that meets at least twice during the drop/add periods and fails to notify the instructor of his/her desire to remain in the course.

b) The student misses the first class session of a course that meets only once during the drop/add period and fails to notify the instructor of his/her desire to remain in the course.

During the drop/add period of the winter, summer I and summer II sessions, an instructor may drop from a course roster any student who misses the first class session of the term and fails to notify the instructor of his/her desire to remain in the course.

Instructors initiate this "Ghost Policy" by notifying the Registrar's Office in writing of students who are dropped from a roster. This written notification must include the student's name and SU identification number as well as the course name and number, its section number and the department in which the course is taught.

Deregistration from Full Classes

During the drop/add period, instructors of courses that have reached maximum enrollment may drop from their rosters students who miss two consecutive class sessions during the drop/add period and who fail to notify instructors that they wish to remain in the course from which they have been absent. Deregistrations are performed to allow other students access to filled courses.

Late Registration

Students registering during the drop/add period will be assessed a late registration fee. Previously registered students who add classes to their schedule must pay any additional tuition and/or fee charges immediately. Students will be assessed a late payment fee for payments received after the drop/add period, which are not part of a previously established payment plan.

Schedule Adjustment Period

After the drop/add period students may officially withdraw from any course during the schedule adjustment period and receive a grade of W. This period extends until mid-semester. Students may not withdraw from individual courses after the schedule adjustment period.

Graduate Credit During Senior Year

Salisbury University undergraduates within nine semester hours of completing requirements for the baccalaureate degree, who have a cumulative GPA of at least 2.75 (3.25 in business), may register for graduate credit to be taken concurrently with the remaining courses in the baccalaureate program, providing they have obtained prior authorization from the appropriate graduate program director on the Application for Graduate Credit in Senior Year form (there is no fee for this form) and space available in the class. Students within six hours of the baccalaureate degree may enroll in up to six hours of graduate credit. Those within seven to nine hours of the bachelors may take up to three graduate credits. Graduate coursework taken under this arrangement cannot be applied to the undergraduate degree program and will be billed at the graduate credit rate in addition to the undergraduate costs.

Declaration/Change of Major

The University encourages undergraduates to seek guidance from professionals within their fields of interest by recommending that they declare a major as early in their programs as possible. Students are required to declare a major upon completion of 45 semester hours of coursework. Students may declare more than one major. Individuals failing to declare a major are not allowed to register for subsequent semesters. Students wishing to declare or change their major should submit a completed Change of Major form with the signature approval of their new department or program to the Registrar's Office.

Pass/Fail Credit Option

During their junior and senior years, undergraduates may take courses on a pass/fail basis, subject to the following conditions:

1. Courses taken on a pass/fail basis may not be used to satisfy General Education, major or minor requirements with the exception of non-traditional credit awards and field-based courses where pass/fail is the only grading option. In addition, courses used to satisfy the University's 300/400 level requirement may not be taken on a pass/fail basis.
2. Students may take as many as four courses under the pass/fail option but may elect only one pass/fail credit course per semester unless a course is offered only on a pass/fail basis.
3. Students on academic probation may not elect to take any courses on a pass/fail basis if the courses are offered for a grade.

Individual courses can be designated as pass/fail by submitting a properly completed Change Form for PS/F, AU, Credit Hours to the Registrar' Office. Changes to or from pass/fail are permitted only during the preregistration, registration and drop/add periods.

Auditing Courses

Audited courses bear the same tuition and fees as for credit coursework graded in a traditional manner. Audited courses are counted as part of an individual's course load but cannot be used to satisfy any graduation requirement. Students are assigned W grades for non-attendance. Individual courses can be designated as audit by submitting a properly completed Change Form for PS/F, AU, Credit Hours to the Registrar's Office. Changes to or from audit are permitted only during the preregistration, registration and drop/add periods.

Repeating Courses

Unless otherwise indicated in the course description, undergraduates may not receive credit more than once for courses covering the same or similar content or topics. Multiple occurrences of the same course will be allowed for topics courses covering different material, independent study courses, performance courses, and other courses where the course descriptions and department policy allow.

Students repeating a course covering the same or similar content will receive credit for the last occurrence of the course only, provided the course is graded A, B, C, D, F or I. Repeated coursework is noted as such on the student record, remains in the student's attempted hour calculations, and is removed from the earned hour, quality point and GPA calculations.

An exception to the repeat rule may be executed by the Admissions Policy Committee as a result of an academic integrity violation. Consult the Academic Integrity Policy found in the Student Handbook and the Office of Student Affairs for further details.

Credit Hours and Course Loads

Where undergraduate lecture courses are concerned, one semester hour is granted for approximately one class hour per week. Because of the nature of activity, laboratory, performance, studio and other types of courses, more in-class time is typically required. Students are expected to support each credit hour for which they enroll with a minimum three hours per week of combined classroom, laboratory, performance, studio and outside study activities, based upon their individual registrations. Thus, students enrolling in 15 semester hours should spend a minimum of 45 hours in coursework related activities each week.

Most programs at the University are designed for completion within a four-year time period, provided the student completes an average of 15 to 16 semester hours of coursework each regular semester. While 12 to 19 semester hours is considered full-time for tuition purposes, 15 hours of coursework is considered by the University to be an average load. Students registering for more than 19 semester hours of coursework during any given semester must receive written approval of their advisor and the dean of the school housing their major program. Students may obtain the appropriate form from the Registrar's Office or the registrar's Web site.

STUDENT RECORDS

Change of Name/Student Number

Students wishing to change or correct their name and Social Security number should contact the Registrar's Office for current policies and procedures.

Change of Address

It is the students' responsibility to keep the University apprised of changes to their permanent, billing and local addresses and telephones by updating their information as necessary through self service on their GullNet account.

Classification of Students

Undergraduates are classified according to the number of semester hours completed with grades of A, B, C, D or PS as follows:

Freshman	0-29	Junior	60-89
Sophomore	30-59	Senior	90 and above

Students also are designated as follows:

Matriculated Undergraduate Students

Matriculated or degree seeking students are full-time or part-time degree candidates and are assigned a faculty advisor.

Undergraduate Non-Degree Students

Undergraduate non-degree students (UND) are students usually pursuing one or two courses in a non-matriculated status. There are two types of UND students:

1. Students who are pursuing one or two courses for personal or professional development. Upon completion of 30 semester hours, these students must apply for admission to the University as matriculated students.
2. Restricted-status students, whose admissions have been revoked for inadequate academic performance, but who are permitted to continue to attend the University under the direction of the Office of Academic Affairs.

Full-Time/Part-Time Enrollment Status

Enrollment status (full- or part-time) is determined by the number of credits students have completed or are pursuing. Undergraduates enrolled for 12 or more semester hours pay full-time fees and tuition regardless of classification. Undergraduates enrolled for 11 or fewer semester hours pay tuition assessed on a per credit basis and pay part-time fees.

UNDERGRADUATE GRADING SYSTEM

The following grades are used to indicate undergraduates' achievement in individual courses:

A - Excellent
Denotes superior achievement. The A grade is reserved for outstanding performance.

B - Very good
Denotes high achievement. It is a mark of distinction.

C - Satisfactory
Denotes adequate achievement.

D - Passing
Denotes marginal achievement. The D grade indicates minimal exposure to the principles and techniques presented.

F - Failure
Denotes inadequate achievement.

The following symbols are not accompanied by quality points and do not contribute to students' grade point averages. They may, however, appear on students' permanent records and are defined accordingly.

I - Incomplete
Noncompletion of a course due to unavoidable circumstances beyond the student's control. The I automatically becomes an F if coursework is not completed prior to midsemester of the next full semester for which the student is enrolled, or at the end of one calendar year, whichever is earlier.

PS - Pass
A passing grade for credit-bearing courses taught or taken on a pass/fail basis.

S - Pass
Not for University credit—a passing grade in those courses which cannot be applied to undergraduate degree requirements.

CS - Continuing Satisfactorily
Satisfactory progress in a developmental studies course which extends into a subsequent semester.

U - Unsatisfactorily
Unsatisfactory progress in those courses which cannot be applied to undergraduate degree requirements.

AU - Audit
Approved attendance without credit.

W - Withdrawal
Official withdrawal from a course during the schedule adjustment period.

WP/WF - Withdrawal Passing/Withdrawal Failing
Official withdrawal from a course after the schedule adjustment period, denoting passing or failing status at the time of the withdrawal.

NR - Grade Not Reported by Instructor

IP - In Progress
Used for grading ongoing theses and research projects, internships, or independent studies which extend into a subsequent term. Unlike the I grade, the IP grade does not automatically become an F at the end of a given time interval.

R - Repeated Course
Preceding a grade (RA, RB, RC, RD, RF), denotes that the course has been repeated. A repeated course is removed from attempted hours (AHRS), earned hours (EHRS), quality hours (QHRS) and the grade point average calculations. The new course and grade are included in the hour and grade point average calculations.

X - Clemency Grade
Preceding a grade of D or F (XD, XF) denotes that academic clemency has been granted for the course, and that the course has been removed from attempted hours (AHRS), earned hours (EHRS), quality hours (QHRS) and the grade point average calculations.

NOTE: Students who need to meet eligibility criteria for athletics, financial aid, scholarships, etc. should be aware that courses with grades of W, WP, WF, I or IP will not be included in credits successfully completed.

Undergraduate Grade Point System

Only courses completed at Salisbury University or through certain approved cooperative programs, and assigned grades of A, B, C, D and F, are used in the grade point average (GPA) calculations.

Grade point averages are calculated in the following manner:

1. Quality points are assigned to letter grades such that A=4, B=3, C=2, D=1 and F=0. Quality points for individual courses are computed by multiplying the quality points assigned an individual letter grade by the credit hours received for the course.
2. The current or semester GPA is calculated by dividing the quality points earned for all applicable courses (QPTS) for the semester by the credit hours received for those courses (QHRS) during the semester, for example:

Course	Credit Hours	Grade	Quality Points
English 101	3	B	9
History 101	3	D	3
Chemistry 121	4	A	16
Math 103	3	C	6
Art 104	3	F	0
	Totals: 16 QHRS		34 QPTS

34 QPTS/16 QHRS=2.12 Current GPA

3. The cumulative GPA is calculated by dividing the total quality points earned (QPTS) for all semesters by the total applicable credit hours (QHRS).

Undergraduate Transfer of Credit from Other Institutions

For graduate transfer information see the Graduate Student Information section, Page 15.

Students who have attended other regionally accredited institutions may be admitted to the University based upon the current transfer admission policy.

General Transfer Policies

1. Transferred coursework is not included within the Salisbury University current or semester or cumulative GPA calculations. Likewise, Salisbury University coursework repeated at another institution will not impact the current or semester or cumulative GPA calculations. However, coursework grades from other institutions may be used along with coursework completed at Salisbury University when determining eligibility for participation in major and minor programs and other study options.
2. Students must complete 30 of the last 37 hours of coursework at Salisbury University. However, students enrolled in approved cooperative programs or study abroad options may request to have additional coursework included in their final 37 hours.
3. Coursework completed at other institutions is evaluated for transfer by the Admissions Office. A maximum of 90 credit hours from two- and four-year institutions, and 64 credit hours from two-year institutions, may be applied to the 120 credit hour minimum required for graduation. Transferred coursework may be used to satisfy General Education requirements at Salisbury University and, when approved, coursework requirements for major and minor programs and other study options.
4. Official transcripts of all coursework completed at other institutions must be received by the Admissions Office by the close of the student's first semester (fall or spring) at Salisbury University. The University reserves the right to refuse the transfer of coursework where official transcripts are not received in a timely manner.
5. Questions related to the evaluation of transferred coursework should be directed to the Admissions Office. Appeals should be directed to the Academic Affairs Office within one academic year of the student's first attendance. Evaluations which are more than one year old are not subject to appeal.

Taking Courses at Another Institution

Currently admitted, degree-seeking students at Salisbury University may transfer coursework from other regionally accredited institutions (Middle States Association of Colleges and Schools, Northwest Association of Colleges and Schools, North Central Association of Colleges and Schools, New England Association of Colleges and Schools, Southern Association of Colleges and Schools and Western Association of Schools and Colleges) based upon the following policy:

1. Coursework must be pre-approved by the Registrar's Office. Coursework applicable to the student's major or minor must also be approved by the department chair for that major or minor. Request to Study at Another Institution forms are available from the Registrar's Office and online.
2. Coursework must be completed with grades of A, B, C or PS (where courses are graded on a pass/fail basis only).
3. Official transcripts of the coursework completed must be received from the other institution by the close of the student's next semester (fall or spring) at Salisbury University.
4. Students must complete 30 of the last 37 hours of coursework at Salisbury University. Exceptions to this policy must be pre-approved by the Academic Affairs Office.

Coursework completed by students enrolled in the Inter-Institutional Registration Program of the University System of

Maryland will be treated as credit earned at Salisbury University. Coursework will be applied toward graduation requirements, and grades included within the GPA calculations at the University.

Inter-Institutional Concurrent Enrollment and Cooperative Dual Degree Programs

Credit earned while students are enrolled in the Inter-Institutional Concurrent Enrollment Programs with University System of Maryland member institutions is treated as credit earned at Salisbury University. Coursework and grades earned as a part of this program are included within the University attempted hour, earned hour, quality point and grade point average calculations.

Withdrawal from the University

Students may withdraw from the University before the administration of their final examinations, but no later than 5 p.m. on the last day of classes. Any student who withdraws from the University during any period of instruction must complete a Withdrawal Form obtained from the Registrar's Office. Students who officially withdraw from the University after the schedule adjustment period receive grades of WP and WF to denote their grade status at the time of withdrawal. Nonattendance of classes does not constitute withdrawal from the University. Students who do not officially withdraw from the University forfeit their right to any tuition refund. Matriculated students who have withdrawn from the University and wish to be reinstated as such, must be readmitted by submitting an Application for Readmission form to the Registrar's Office.

Readmission

Matriculated undergraduates who do not enroll at the University during a regular fall or spring semester must apply for readmission through the Registrar's Office. Students may only apply for readmission once they have met the minimum criteria for readmission. Students must declare a major at the time of readmission. Forms for readmission are available at the Registrar's Office or online at www.salisbury.edu/registrar/forms.html.

Students who have attended other institutions since leaving Salisbury University must arrange to have official transcripts sent from those institutions directly to the Registrar's Office.

The deadline for applications for fall semester is July 1; for the spring semester, December 1. However, the University reserves the right to close readmission when the enrollment limit has been met.

Transcripts

The Registrar's Office issues transcripts only upon the written request of the student. All financial obligations to the University must be met before transcripts are issued. Requests can be made online via the student's GullNet self-service account, in person, by mail or fax. In-person requests for official transcripts should be made using a Transcript Request form. Mail or fax requests made without a Transcript Request form must include the student's full name, the name used while enrolled at the University if different from current name, student ID number or Social Security number, current mailing address and daytime telephone, the complete name and mailing address of the individual or organization to receive the transcript, any other pertinent instructions and a clear signature. Requests should be mailed to Registrar's Office, Salisbury University, 1101 Camden Avenue, Salisbury, MD 21801-6860, or faxed to 410-677-5078. There is no charge for processing and regular delivery of transcripts.

NON-TRADITIONAL CREDIT POLICIES

Salisbury University recognizes several methods in which undergraduates can demonstrate academic competence in specific areas outside the traditional classroom setting. Therefore, the University awards college level credit to students proving competence in academic areas through certain examinations and educational programs.

Undergraduates may apply up to 60 semester hours of credit by examination coursework to the completion of a baccalaureate degree. Credit by examination coursework can be used to satisfy general education, major and minor requirements with the appropriate approval. Students who have completed or are enrolled in advanced courses may not receive credit by examination coursework for lower-level courses in the same subjects.

Any changes associated with credit by examination can be found on the SU Web site.

Advanced Placement (AP)

Undergraduates who have completed Advanced Placement (AP) courses in high school and have taken the corresponding College Board examination may be entitled to advanced standing credit at Salisbury University. Contact the Admissions Office for minimum score and coursework equivalency information. Official examination results should be submitted directly to the Admissions Office.

College-Level Examination Program (CLEP)

Undergraduates who have attained competence in college-level subjects through extensive reading or other experiences may gain credit through one or more of the College Board's College-Level Examination Program (CLEP) general or subject examinations. Minimum score and coursework equivalency information, information regarding charges and applicable course credit costs are available online at www.salisbury.edu/registrar. To schedule an examination contact the Registrar's Office. Official examination results should be submitted directly to the Registrar's Office.

Departmental Challenge Examinations

Undergraduates who wish to fulfill course requirements and earn credit for a course by challenge examination in lieu of classwork may do so with the approval of the appropriate department chair. A student who has not enrolled at Salisbury University is not eligible to take a challenge examination. Contact the academic department for information regarding course challenge exams.

International Baccalaureate (IB) Examinations

Undergraduates who have completed higher level International Baccalaureate (IB) courses in high school and have taken the corresponding IB examination may be entitled to advanced standing credit at Salisbury University. Contact the Registrar's Office for minimum score and coursework equivalency information. Official examination results should be submitted directly to the Registrar's Office. A maximum of 30 semester hours of advanced standing coursework will be awarded for IB related courses.

Military Education Credit

Undergraduates may receive academic credit for educational experiences in the armed forces. Specific information regarding credit for military education is available in the Registrar's Office.

Modern Languages and Intercultural Studies Testing Policy

See the Modern Languages and Intercultural Studies Department information section for details.

University Curricula

www.salisbury.edu/academic

GENERAL EDUCATION

All students seeking a bachelor's degree from Salisbury University are required to complete a series of General Education courses. The faculty of the University believe that General Education is an essential element in the University experience and have structured the components of the General Education program to realize both a traditional and a contemporary mission.

The traditional mission is to provide students with a broad experience in the liberal arts. The contemporary mission of General Education is to provide students with a common ground of understanding and competence for meeting the challenges of today's world as educated men and women.

The courses within the General Education program are supported by the Student Learning Goals and Principles, developed and approved by the faculty in 2000. The information regarding the knowledge, skills and dispositions deemed essential for a Salisbury University graduate can be found in Appendix E.

General Education at Salisbury University consists of a minimum of 47 credits organized into four groups of related subject matter.

Group I

Group I coursework is intended to develop students' competence in written and oral expression and to encourage them to appreciate the beauty and truth embodied in the traditional disciplines of the humanities.

Group II

Group II offers courses in the areas of history and social science, affording perspectives and insights into the interaction of humans with each other in a social world.

Group III

Group III involves experiences in the scientific method and the structures on which it is based, and which lead to an appreciation of the interdependence of humans and the natural world.

Group IV

Group IV is designed to enhance students' understanding of the body, its movement and the values of fitness.

General Education Requirements

All programs leading to the bachelor's degree include a minimum of 47 credit hours in approved General Education courses. Some majors designate certain required courses within the General Education courses. Students may learn of these specific requirements from their major departments. The General Education requirements are as follows:

Group I—15 credit hours/five courses

A. Complete the following courses:

ENGL 101	Composition I	3
ENGL 102	Composition II	3

(grades of C or better are required in both ENGL 101 and 102)

LITERATURE	3

(in either the English or Modern Languages department)

B. Select six credit hours from at least two of the following departments:

Art, Communication and Theatre Arts, Dance, Modern Languages, Music, Philosophy

Group II—15 credit hours/five courses

A. Complete the following courses:

HIST 101	World Civilization I	3
HIST 102	World Civilization II	3

B. Select nine credit hours from three of the following departments:

Anthropology, Economics, History, Human Geography (excluding Physical Geography), Political Science, Psychology, Sociology/Conflict Analysis and Dispute Resolution

Group III—12 credit hours/four courses

A. Select courses with laboratories from at least two of the following four areas (totaling at least six credit hours):

Biology, Chemistry, Geology-Physical Geography, Physics

B. Select one additional course (need not include a lab) from Group III A or Computer Science or Mathematics (totaling at least three credit hours):

Biology, Chemistry, Environmental Health Science, Geology or Physical Geography, Physics, Computer Science, Mathematics

C. Select one math course for a total of three credit hours.*

Group IV—three credit hours/one course

PHEC 106	Personalized Health/Fitness	3

UNDERGRADUATE DEGREE PROGRAMS

The University offers undergraduate programs leading to the Bachelor of Arts, the Bachelor of Fine Arts, the Bachelor of Science and the Bachelor of Arts in Social Work. Minimum requirements for graduation include satisfactory completion of 120 semester hours, 47 of which must be in prescribed General Education courses. Some majors require more than 120 semester hours, usually to meet accreditation standards. See the particular department for details.

The following is a list of majors offered by Salisbury University and arranged by the school in which the majors are housed. Many of the majors include concentrations and several departments also have minor programs of study.

▸ Fulton School of Liberal Arts

Art (B.A. or B.F.A.)
Communication Arts (B.A.)
Conflict Analysis and Dispute Resolution (B.A.)
English (B.A.)
English to Speakers of Other Languages (ESOL)/
K-12 ESOL Certification (B.A.)
Environmental Issues (B.A.)
French (B.A.)
History (B.A.)
Interdisciplinary Studies (B.A. or B.S.)
International Studies (B.A.)
Music (B.A.)
Philosophy (B.A.)
Political Science (B.A.)
Psychology (B.A.)
Sociology (B.A.)
Spanish (B.A.)
Theatre (B.A.)

▸ Henson School of Science and Technology

Biology (B.S.)
Chemistry (B.S.)
Clinical Laboratory Science/Medical Technology (B.S.)
Computer Science (B.S.)
Environmental Health Science (B.S.)
Geography (B.S.)
Mathematics (B.S.)
Nursing (B.S.)
Physics (B.S.)
Respiratory Therapy (B.S.)

▸ Perdue School of Business

Accounting (B.S.)
Business Administration (B.S.)
Economics (B.A.)
Finance (B.S.)
Information Systems (B.S.)
Management (B.S.)
Marketing (B.S.)

▸ Seidel School of Education and Professional Studies

Athletic Training (B.S.)
Early Childhood Education (B.S.)
Elementary Education (B.S.)
Exercise Science (B.S.)
Health Education (B.S.)
Physical Education (B.S.)
Social Work (B.A.S.W.)

Collaborative Undergraduate Degree Programs

Sociology (UMES) - Social Work (SU)
Biology (SU) - Environmental Science (UMES)

MSDE Teacher Education Programs

MSDE (Maryland State Department of Education) approved teacher education programs are offered in the following areas:

Biology
Chemistry
Early Childhood Education
Elementary Education
English
French
Health Education 7-12
History/Social Studies
Mathematics
Music K-12
Physical Education K-12
Physics
Spanish

Specific statements on degrees and requirements are listed under each school's section.

Upper-Division Certificate

Geographic Information Science Fundamentals

GRADUATE DEGREE PROGRAMS

The University offers graduate programs leading to the Master of Education, the Master of Science, the Master of Arts, the Master of Arts in Teaching (cooperatively with the University of Maryland Eastern Shore), the Master of Business Administration and the Master of Social Work.

The following is a list of graduate degree programs offered by Salisbury University and arranged by the school in which the programs are housed. For more information on requirements for graduate degrees, see the department sections of this catalog.

▸ Fulton School of Liberal Arts

English (M.A.)
History (M.A.)

▸ Henson School of Science and Technology

Applied Health Physiology (M.S.)
GIS and Public Administration (M.S.)
Mathematics Education (M.S.)
Nursing (M.S.)

▸ Perdue School of Business

Business Administration (M.B.A.)

▸ Seidel School of Education and Professional Studies

Education (M.Ed.)
Public School Administration (M.Ed.)
Reading Specialist (M.Ed.)
Social Work (M.S.W.)
Teaching (M.A.T.) [Biology, Chemistry, English, French, History, Mathematics, Physical Education, Physics, Spanish]
TESOL K-12 Certification

Graduate Certificates

Family Nurse Practitioner
Health Care Management
Mathematics for Middle School Teachers
Post-Baccalaureate Certificate
Teaching English to Speakers of Other Languages (TESOL)
Teaching and Learning with Technology

Collaborative Graduate Degree Programs

Master of Arts in Teaching (SU/UMES)

UNDERGRADUATE GRADUATION REQUIREMENTS

For specific graduate-level graduation requirements refer to the Graduate Programs section of the school in which the desired graduate program is located.

Student Responsibility For Satisfying Graduation Requirements

The faculty and administration have established the following policies and procedures for the guidance and evaluation of student performance and to help ensure the quality of education provided by the University.

To graduate from Salisbury University students must be matriculated and complete approved degree programs. To be matriculated, students must be accepted for admission as degree candidates and enroll in courses.

Matriculated students are responsible for planning their programs to meet University and departmental graduation requirements. As students plan their programs they need to recognize that the catalog is an information guide and not a contract nor an offer to make a contract. The University has the authority to change degree requirements, prerequisites, course schedules, grading systems, fees and related matters. Wherever possible, however, the University implements changes in ways that do not create hardships for students who are already enrolled.

Catalog Selection

A matriculated student can usually meet University and departmental graduation requirements stated in any University catalog that meets the following conditions:

1. The catalog was issued within the seven years preceding the student's graduation.
2. The catalog was in effect during a semester when the student was either matriculated at Salisbury University or at a Maryland community college.
3. The catalog meets all requirements of relevant external agencies.
4. The catalog does not require the University to adhere to policies or provide services, curriculum or facilities no longer in effect or necessary.

Matriculated students must satisfy all graduation requirements in the catalog they select.

Application for Diploma/Graduation

Students must apply for graduation by submitting an Application for Diploma form to the Registrar's Office at least one semester prior to their intended date of completion (deadlines are posted on the Registrar's Office Web site). The academic records of degree candidates who apply for graduation on time are audited for graduation requirements, and the candidates are notified of any deficiencies, giving them an opportunity to satisfy any remaining, unfulfilled requirements during their last semester of enrollment. The Registrar's Office reserves the right to move students' intended date of completion or to cancel their Application for Diploma if it appears that they will not or do not meet their degree requirements. Degree candidates have the responsibility of keeping the Registrar's Office apprised of any changes in their graduation plans.

Graduation Requirements

To be eligible to graduate, students must meet the following requirements:

1. Be matriculated in the University.
2. Successfully complete at least 120 credit hours of coursework with a *cumulative* grade point average of 2.0 or higher. *Students must take 30 of the last 37 credit hours at Salisbury University (special cooperative programs are exempt).*
3. Complete at least 30 credit hours at the University by direct classroom instruction and/or laboratory experience and not through credit by examination.
4. Complete at least 30 credit hours at the 300/400 level with grades of C or better. Transfer students must complete at least 15 hours of their 30 upper-level credits at Salisbury University (note: other than field-based courses in the Department of Education, courses taken on a PS/F basis do not satisfy this requirement).
5. Satisfy the General Education requirements.
6. Satisfy the requirements in at least one major program of study including the major's required grade point average.
7. Earn grades of C or better in English 101 and English 102.
8. Submit an Application for Graduation form to the registrar by the appropriate date.
9. Make arrangements for the repayment of any outstanding debt.
10. Return all materials borrowed from the library or academic departments.

Graduation With Honors

The student's eligibility for graduation with honors is determined by the honors standards in place at the time the student graduates.

Recognition of graduation with honors at the commencement ceremonies is based on the student's cumulative grade point average at the end of the previous grading period. Students recognized at the ceremony may or may not ultimately earn graduation with honors. The official recognition of graduation with honors appears on the student's official transcript and diploma and is calculated on the student's final grades

In order to be eligible for graduation honors, students must complete a minimum of 56 graded hours of coursework at Salisbury University, in which at least 30 hours of 300/400-level courses are completed with grades of A, B or C. In addition, students must have minimum Salisbury University grade point averages as follows: *cum laude: 3.5; magna cum laude: 3.7; summa cum laude: 3.9.* Students completing a second bachelor's degree will be eligible to graduate with honors only if they meet all graduation with honors criteria using credits earned after their prior graduation.

Minor Programs

Unless required for the completion of a specific major program, minor programs are an optional component of the graduation requirements. Students may complete and graduate with more than one minor. Minor programs must be completed at the time of graduation and appear as a part of the student's degree when satisfactory completion is certified by the Registrar's Office.

Double Majors

Students may simultaneously satisfy the requirements for more than one major program. All major programs appear as a part of the student's degree when satisfactory completion is certified by the Registrar's Office. Students completing more than one major receive one baccalaureate degree from Salisbury University unless all requirements for the second degree program taken simultaneously have been satisfied.

Second Bachelor's Degree Programs

▸ Taken Sequentially

Individuals who hold a baccalaureate degree from Salisbury University or another regionally accredited institution may earn a second undergraduate degree in a different major at the University. Second degree students must complete a minimum of 30 new semester hours of coursework with a cumulative grade point average of at least 2.0 and satisfy all requirements for the major. In addition, 15 of the 30 new hours must be in coursework from the major department that could be used to satisfy program requirements.

Second bachelor's degree candidates will be eligible to graduate with honors only if they satisfy all graduation with honors requirements using credit earned after the completion of their prior degree.

▸ Taken Simultaneously

Individuals who wish to receive two baccalaureate degrees from Salisbury University simultaneously, must complete a minimum of 150 semester hours of coursework, and must fulfill the regularly prescribed requirements for both degree programs. Students should formally declare all major programs as early in their academic career as possible and are encouraged to seek advisement from each department to ensure completion of all requirements in each degree. The student's desire to receive two degrees must be noted on the Application for Diploma form when applying for graduation.

▸ SU/UMES Second Degree Program

In addition to the credit exchange program with the University of Maryland Eastern Shore (UMES), Salisbury University and UMES allow students to complete baccalaureate programs at both institutions simultaneously. The student must satisfy baccalaureate degree requirements at the University of Maryland Eastern Shore for a program of study which is not available at Salisbury University and must also satisfy all requirements in a major offered at SU. In addition, the following particular requirements apply to this program:

1. The 90 (or more) credit hours of work at Salisbury University must be completed with an SU grade point average of 2.0 or better; at least 30 of these credits must be taken on the SU campus (cooperative program credits, examination credits, etc., may not be so counted), and of these, at least 15 hours must be completed at SU at the 300 or 400 level with grades of C or better.
2. The Salisbury University catalog which contains the program requirements the student is satisfying at SU may not predate by more than seven years the time of the student's graduation; and the student must have been in attendance at SU as a matriculated student during a semester in which the catalog was in effect.
3. The student must satisfy all graduation requirements as stated in an approved SU catalog, except those requiring matriculation at the University at the time of graduation and completion of the last 30 hours of work at the University.
4. In order to graduate from Salisbury University with honors, the requirements stated in the catalog which the student has chosen will be in effect. Only SU credits are used in computing the SU grade point average.
5. The student's grade point averages at SU and at UMES must be 2.0 or better.

Students who participate in the cooperative dual-degree program must register this fact with the departments of their SU majors. The granting of the baccalaureate degree from Salisbury University and the granting of the baccalaureate degree from the UMES will occur when requirements in both degree programs have been satisfied.

University Writing Across the Curriculum Expectations

Students satisfying graduation requirements must earn grades of C or better in English 101 and English 102.

The faculty believes that the ability to express ideas in a logical, organized and convincing manner is an integral part of a liberal arts education. Students are expected to maintain and continually demonstrate this ability in written assignments. Consequently, they can expect some formal written work as part of the evaluation in essentially all of their classes.

Technology Fluency Policy

It is the policy of Salisbury University that all students graduating from this institution can demonstrate an appropriate level of fluency with information technology with regard to discipline-specific requirements within academic departments. The discipline-specific requirements will be defined from four broad technology knowledge context areas: basic operations and concepts; accessing information through technology; communicating effectively using technology; and organizing and analyzing information with technology.

Common Final Exam Policy

(Adopted by Faculty Senate in 2007)

A student who has more than two final examinations scheduled for the same day need not take more than two of these examinations on that day. A student may work with the professors to reschedule excess exams within these guidelines: 1) can not reschedule the first exam, 2) can not reschedule any common exam (e.g., ENGL 101, 102, PSYC 101) and 3) when possible, reschedule the middle exam when it is not a common exam. A student must abide by the following procedure when requesting to reschedule examinations:

a) must reschedule exam no later than one full week before the final examinations begin,
b) must provide each of the professors involved with a written copy of his/her complete examination schedule, including course numbers, section numbers and name of professors.

The professors of courses whose examinations are not scheduled in the first time slot and are not common exams will reschedule their examinations within the final examination period on a day in which the student has fewer than two scheduled examinations. The professor will notify the student when and where the examination will be given. In the event the professor contacts the other professors involved and makes alternate arrangements for the student to take no more than two examinations in a day, the professor will inform the student of those arrangements prior to the last day of classes.

A student who has more than one examination scheduled for the same time should contact the appropriate professors and make alternate arrangements.

INTERNATIONAL EDUCATION

Salisbury University is committed to encouraging students to participate in learning opportunities on and off campus that increase their global awareness and prepare them for an increasingly interdependent world. The Salisbury University Center for International Education was created to help expand international opportunities for all SU students, faculty and staff. For more information see the Center for International Education's Web site at www.salisbury.edu/intled.

Curriculum

The University offers more than 150 undergraduate courses that are either entirely international in focus or that contain international core components. Students in all disciplines can avail themselves of these courses as part of their undergraduate studies. Regardless of their discipline, all students are encouraged to study a second language as part of their undergraduate experience. Students for whom English is a second language will find a variety of services to help them to improve their English skills.

Co-curricular Activities

There are many opportunities over the academic year outside the classroom for students to be exposed to cultures from around the world. International co-curricular activities include performing artists, art exhibitions, lecture series and film festivals, among other activities. Numerous student groups and clubs participate in volunteer and outreach opportunities to regional immigrant communities. Student groups celebrate diverse world religions, cultural traditions and world languages.

Study Abroad

Salisbury University strongly encourages students to pursue international learning experiences by studying, interning, volunteering and working abroad. A full description of learning opportunities abroad can be found at the Center for International Education Web site at www.salisbury.edu/intled.

▸ Faculty-Led Short-Term Study Abroad

Students can earn SU credits on short-term, faculty-led international programs during winter and summer session. Opportunities include studying business in France, Germany or China; biology in Honduras; Spanish in Ecuador or Spain; education in New Zealand; history in Germany or London; philosophy in India; geography in Puerto Rico; or communications in Ecuador. Programs run from one to five weeks. New programs are being added every year.

▸ Exchange Programs

Currently students can participate on exchange programs in Ecuador, France, Germany and China. For the cost of in-state tuition and fees, students can study a full semester with an exchange partner overseas. Admission to the exchange programs is competitive. New exchange programs are also being developed.

▸ Affiliated Semester Programs

Salisbury University manages six affiliation agreements with international study abroad providers. Through these affiliation agreements, Salisbury University students can study a full semester in any major at hundreds of sites around the world. The affiliation agreements stipulate that students' credits will transfer back to SU and students' financial aid packages can be applied to the semester studying abroad. Recently, SU students have studied on every continent except Antarctica.

▸ Internships, Volunteer, Teach, Work Abroad

The SU Center for International Education also helps students find opportunities to complete internships, volunteer, teach English or work abroad. For more information contact the SU Center for International Education

International Students

The Office of International Student Services was created to address the needs of an expanding population of international students on campus. The services are coordinated by the international student advisor and are located in the Center for International Education. The international student advisor provides guidance through the admissions process and grants formal admission to the University.

Additionally, the international student advisor is the United States Department of Homeland Security designated school official to provide assistance in completing the various documents required to gain and maintain official approved status with DHS. Additionally, the advisor assists international students with cultural adjustment as well as personal and academic concerns through individual counseling and/or referral. Orientation to campus and the greater Salisbury area, health and insurance information, academic and personal counseling, as well as providing cultural programs to integrate international and American students are all a part of introducing international students to their new way of life.

For more information visit www.salisbury.edu/iss.

Undergraduate Scholastic Standards and Support Services

For information on graduate scholastic standards refer to the Graduate Study Information section of this catalog, Page 15.

ACADEMIC INTEGRITY

Integrity is a principle which permeates all the activities of the University and which guides the behavior of faculty, students and staff. The principle of academic integrity is manifested in a spirit in which truth is pursued, in a process by which students learn about the concept of integrity, and in a procedure for determining individual accountability for the standard of integrity. The spirit of academic integrity denotes adherence to the precept that "one's work is one's own." The process by which integrity is upheld assumes clear communication of University expectations, standards, and policies and clear communication of students' and faculty's rights and responsibilities.

This policy is intended to foster student academic integrity and to address cases of student academic misconduct. In order for the University community to foster academic integrity, it is necessary to describe what constitutes breaches of academic integrity, that is, academic misconduct. Academic misconduct, a breach of academic integrity, may include but is not limited to the following:

- Plagiarism—presenting as one's own work, whether literally or in paraphrase, the work of another.
- Cheating on exams, tests and quizzes—the wrongful giving or accepting of unauthorized assistance, the giving or taking of unauthorized exam material, and/or the use of illegitimate sources of information.
- Illicit collaboration with other individuals in the completion of course assignments.
- The use of fraudulent methods or communications related to laboratory, studio, field work or computer work.
- Other acts generally recognized as dishonorable or dishonest which bear upon academic endeavors.

Procedures for handling cases of academic misconduct are listed in the *Student Handbook*.

ACADEMIC STANDING (UNDERGRADUATE STUDENTS)

The following terminology is used in defining the academic standing policy.

Matriculated Students - Students admitted to the University, attending full- or part-time, pursuing a bachelor's degree. Matriculated students are either in good academic standing or on academic probation.

Good Academic Standing - Students whose SU cumulative GPAs are at least 2.0. Students who are not in good academic standing are either on academic probation or on restricted status.

Academic Probation - Students who are not in good academic standing, but who are still admitted and pursuing degrees. Such students have academic (and other) limitations placed upon them.

Restricted Status - Previously admitted students whose admissions have been revoked because of poor academic performance and who are thereby neither admitted nor pursuing a degree. These students are allowed to register as non-admitted students, but in most cases only part-time.

Dismissed Students - Previously enrolled students who are no longer allowed to attend the University.

Good Academic Standing

Students are admitted to Salisbury University in good academic standing. Students who have received SU grades and whose SU cumulative GPAs are at least 2.0 remain in good academic standing. GPAs will be computed whenever grades are awarded or changed. Consequently a student's academic standing can change at any time.

Unsatisfactory Academic Achievement

Admitted students whose Salisbury University cumulative grade-point averages are less than 2.0 will be placed on academic probation. Students on probation who fail to return to good standing or who fail to meet the criterion which allows them to remain on probation will have their admissions revoked and their academic standing changed to restricted status. Restricted status students may be academically dismissed for inadequate academic performance.

▸ Academic Probation

Students on academic probation may register for no more than five courses for a total of 16 credit hours per semester and may not elect to take any courses on a pass/fail basis if the courses are offered for a grade.

Admitted students who are in good academic standing at the beginning of a semester (or term or session) but who are no longer in good academic standing at the conclusion of that semester (respectively term or session), will be allowed to register as students on academic probation. At the conclusion of any semesters (or terms or sessions) while on academic probation:

- Students will be returned to good academic standing if their Salisbury University cumulative GPAs are at least 2.0.
- Students who fail to attain good academic standing will be allowed to continue to register as students on academic probation provided they satisfy both of the following conditions: 1) they earn semester (or term or session) GPAs of at least 2.0, and 2) their cumulative GPAs are greater than or equal to the appropriate minimums in the chart that follows.
- Students who fail to attain good academic standing will have

their admissions revoked and will be placed on restricted status if either 1) they earn semester (or term or session) GPA less than 2.0, or 2) their cumulative GPAs are less than the appropriate minimums in the chart below. They will be allowed to continue to register for classes as restricted status students.

Credits Earned Toward a Degree (Including transfer credit)	Minimum SU Cumulative GPA
Fewer than 30	1.400
30-35	1.500
36-41	1.600
42-47	1.700
48-53	1.800
54-59	1.900
60 or more	2.000

Note: Students with 60 or more earned credit hours are expected to remain in good standing with a cumulative GPA of 2.0 or better.

▸ Restricted Status

Restricted status students may enroll in no more than two courses for a total of eight credit hours per semester. There are additional University policies limiting the activities in which students in restricted status may engage. In special circumstances the Office of Academic Affairs may allow restricted status students to exceed these limitations, but in no case will restricted status students exceed the limitations placed upon students on academic probation. Whenever students are placed in restricted status, they will have three registrations (for semesters, terms or sessions) to attain cumulative GPAs of at least 2.0. Students in restricted status who fail to attain Salisbury University cumulative GPAs of at least 2.0 within the three-registration time frame will be academically dismissed. Restricted status students who attain Salisbury University cumulative GPAs of at least 2.0 within the three-registration time frame may apply for readmission. Students placed on restricted status are not eligible for financial aid or on-campus housing, have their preregistered schedules canceled and must register as restricted status students.

▸ Readmissions Options

The following are readmission options for students who left the University on restricted status:

1. A student who chooses not to attend any post-secondary institution but can demonstrate evidence of good academic promise may apply to SU for readmission on probation after a period of two years.
2. A student who attends another post-secondary institution as a full-time student and meets the following criteria may apply for readmission on probation:
   - must have earned grades that, when averaged with the grades earned at SU, equals a combined 2.0 cumulative GPA (Note: Credits will transfer, but the grades will not.)
   - the cumulative grade point average at each transfer institution must be at least 2.0 to be considered for this option
3. The student who attends another post-secondary institution and either earns less than a 2.0 or is dismissed or placed on academic probation will be denied readmission to SU.

▸ Academic Dismissal

Academically dismissed students may no longer register for classes at Salisbury University. However, academically dismissed students who have not attended Salisbury University for five years or more and who can provide evidence of good academic promise may apply for readmission as students on academic probation or for classification as restricted status students. Academic dismissal may be appealed to the Office of Academic Affairs. Academically dismissed students may also qualify for academic clemency after a five-year absence from the University.

ACADEMIC CLEMENCY POLICY

For a variety of reasons, some students may have academic records that do not accurately reflect their academic abilities. To encourage students who have left the University with poor academic records to subsequently return and succeed, the University is prepared to extend academic clemency to students returning to SU.

Students who have not attended the University for at least five years are eligible to apply for academic clemency. Students are only eligible for academic clemency one time during their academic careers, and they must apply during their initial semesters, terms, or sessions as returning students.

Students applying for academic clemency must complete an Academic Clemency Form on which they request to have up to 16 credit hours of D and F work removed from their GPAs by changing these grades to XD and XF, respectively. When academic clemency is granted for D grades, the previously earned credits will be lost and may no longer be applied to any graduation requirements. Students who receive academic clemency are not precluded from graduating with honors. The Academic Clemency Form is available from the Office of Academic Affairs or www.salisbury.edu/registrar/forms.

CLASS ATTENDANCE

The faculty regards the classroom as the center of University life and students are expected to attend all classes. There are no officially excused absences. In the case of an absence, the student is responsible for all material presented and assigned.

Each instructor provides students with a written attendance policy at the first class meeting.

ABSENCE NOTIFICATION

In the case of an extreme emergency or prolonged illness, the Student Affairs Office notifies class instructors of the dates of a student's absence from class. It is the responsibility of the student to inform the Student Affairs Office of emergencies and illnesses.

Professors establish their own attendance policy. Notification of absence is a service to students and faculty; it is not an official excuse from classes and work missed.

WAIVERS OF ACADEMIC POLICIES AND PROCEDURES

Under unusual circumstances students may wish to seek waivers of academic policies and procedures. In such cases students should consult with their faculty advisors for detailed information about steps for seeking waivers.

SUPPORT SERVICES

Academic Advising

Academic advising is a process which helps students identify their career and life goals and assists in the development of an educational plan that helps students meet these goals. Effective advising occurs when there exists a partnership between the advisor and the advisee; each fulfilling the responsibilities of their role. Students are responsible for seeking out their advisors for aid in addressing academic issues.

Matriculated students are responsible for their own academic programs and for meeting all University and departmental requirements. To plan coursework effectively, students should regularly review their degree progress report and transcript available through the GullNet, meet regularly with their advisor and familiarize themselves with the academic regulations and programs described in this catalog and other University publications.

Academic advisors are available for all matriculated students. Students who have declared majors are assigned faculty advisors in their major department. Students who have not declared majors are assigned faculty or professional advisors by the Office of the Academic Affairs.

Students must confer with their assigned academic advisors regarding course selection, requirements and other academic matters prior to registration each semester.

Students registered as undergraduate non-degree students are not assigned faculty advisors.

Restricted-status students attend under the guidance of the assistant vice president of academic affairs.

Career Services

Career Services provides instruction, consulting, advising, information, services and opportunities in the wide arena of career planning and development. Students at every stage in their college career, from entering through graduate school, can avail themselves of such assistance through Career Services. Some of these services include:

Career Information, Various Job Fairs
Career Interest Testing
Computer-Assisted Career Exploration System
Choosing/Changing a Major
Resume Critiques
Job Search Procedures
On Campus Interviewing
One-on-One Consulting Sessions

Services for Students with Disabilities

Services for Students with Disabilities operates from the Office of Student Affairs, located in Guerrieri University Center Room 212. Students with appropriately documented learning or physical disabilities may request and receive reasonable accommodations and services by meeting with appropriate staff, providing up-to-date documentation, and participating in intake/counseling sessions. To facilitate efficient processing of requests it is requested that documentation be provided at least four works prior to the beginning of the academic session in which accommodations are being requested. Please call 410-543-6080 for further information or visit www.salisbury.edu/students/dss.

▸ Registering for Accommodations

Students requesting accommodations must submit documentation of their disability to Disability Support Services and schedule an appointment to have documentation evaluated. Reasonable accommodations that are supported by documentation are identified at this appointment. Students requesting accommodations should schedule an appointment to have their documentation evaluated at least four weeks prior to the beginning of the academic term for which they are requesting accommodations.

Students may submit updated documentation and request modifications in accommodations any time during their enrollment at the University. Contact the Office of the Vice President of Student Affairs for further information.

General Studies

General Studies courses provide assistance to students in the areas of career planning, orientation and leadership. The offerings are listed in the "Courses" section of this catalog.

Graduate Record Examinations and Graduate Management Admissions Tests

For the convenience of seniors who wish to qualify for admission to graduate school, the Registrar's Office disseminates information related to registration and testing for the Graduate Record Examination (GRE) and Graduate Management Admission Test (GMAT).

International Student Services

The Office of International Student Services was created to address the needs of an expanding population of international students on campus. The services are coordinated by the international student advisor and are located in the Center for International Education. The international student advisor provides guidance through the admissions process and grants formal admission to the University.

The international student advisor is the United States Department of Homeland Security-designated school official and provides assistance to students in the completion of the various documents required to gain and maintain official approved status with DHS. The advisor also assists international students with cultural adjustment as well as personal and academic concerns through individual counseling and/or referral. Orientation to campus and the greater Salisbury area, health and insurance information, academic and personal counseling, as well as providing cultural programs to integrate international and American students are all a part of introducing international students to their new way of life.

For more information please visit www.salisbury.edu/iss.

Multicultural Student Services

The primary function of the Office of Multicultural Student Services is to assist SU's multicultural student population with environmental adjustment tasks. Specifically, this is accomplished by maintaining open lines of communication with faculty and staff, and systematically assessing the needs and campus experiences of the student population.

Services and programs provided reflect Salisbury University's students' interests and concerns, and serve to enhance the intellectual and multi-cultural experiences of all students.

Activities sponsored represent a part of an institutional commitment to create and foster an environment that values diversity while encouraging an appreciation and respect for differences.

For more information visit www.salisbury/edu/students/multieth/.

Comprehensive Academic Success Program

Under the auspices of Multicultural Student Services, the Comprehensive Academic Success Program (CASP) offers students academic success by participation in a variety of programs. Multiple academic, social and cultural approaches to student achievement expose students to different avenues to learning and life-long success. CASP is the umbrella for student achievement, faculty and peer mentoring, early warning, African-American visiting scholars, student scholarship, pre-matriculation and the Mosaic program

Student Achievement Program

The academic achievement process keeps students abreast of their academic status in and out of the classroom. The process is a supportive service to help students achieve in an environment that is comfortable and conducive to learning. The program combines student achievement and student culture to improve the quality of educational skills needed for our ever-changing technical society. The office empowers students with skills to overcome obstacles they encounter within the academic arena.

Faculty Mentor Program

Faculty and staff are assigned to work as mentors to undergraduates, and provide guidance and enrichment opportunities.

Peer Mentor Program

Upper-class students are selected to serve as mentors and help new students adjust to the Salisbury University campus.

Early Warning System

The Early Warning System (EWS) is a volunteer program designed to assist freshmen in their transition from high school to college. EWS helps students identify available resources, assists students in accomplishing their academic goals and in conducting self appraisal of their academic performance, and increases the contact between students and their professors.

African-American Visiting Scholars Program

This program is an effort on the part of the University to bring to campus African-American scholars from an array of disciplines, exposing the faculty, staff and students to minority scholars who have made exceptional contributions to academe.

Student Scholars Program

This program is designed to recognize those African-American students who have performed extremely well academically each fall and spring semester. Honorees are awarded a certificate and recognized as part of the Visiting Scholars program each year.

Resource Library

The Multicultural Students Resource Room is a repository of books, videos and magazines specifically oriented to a diversity of cultures. Faculty and students use it as a ready resource for research and information. Materials can be checked out by calling the Office of Multicultural Student Services.

Student Counseling Services

Student Counseling Services provides various programs that promote personal growth and academic development. The counselors in Student Counseling Services provide support for students who may experience such issues as adjustment to college life, low self-esteem, eating disorders, loss/separation, sexuality concerns, anxiety, depression and relationship concerns. As needed or requested, counselors also offer theme-based groups on such issues as stress management, relationships and college adjustment. To supplement personal counseling sessions and group work, the office also has resource material on such themes as stress management, shyness, dating concerns, and drug and alcohol referral resources.

Staff of Student Counseling Services have varied degrees in the counseling field and have years of experience working with college-aged students. Confidentiality is a high priority and is respected to the limits provided by law and ethical considerations. No record of a student's use of personal counseling services is kept in placement files or on official transcripts. Similarly, no information can be shared without the student's written authorization.

Student Counseling Services is located in the Guerrieri University Center Room 263. Normal hours of operation are 8 a.m.-5 p.m. Monday-Friday. All appointments may be made in person or by calling 410-543-6070. For after-hour emergencies,Student Counseling Services may be reached through the University Police at 410-543-6222. All services are free of charge.

Tutoring

Some departments offer tutors to provide extra help for students in lower-division courses. Advanced students work with individuals or small groups to increase understanding of course material. The times and places for these tutoring services are available from the appropriate department chair.

Thomas E. Bellavance Honors Program

www.salisbury.edu/honors

The Thomas E. Bellavance Honors Program at Salisbury University offers superior undergraduate students the opportunity to study together in small discussion-oriented classes which encourage and enable them to become independent learners and active seekers of knowledge rather than merely passive recipients of another person's ideas.

The goal of the program is to provide Honors students with courses offering intellectual breadth as well as depth, and to cultivate in them a desire for the pleasure of active and independent thinking and learning.

Admission

The program seeks applications from all high school students with good grades, a love of learning and an interest in small interdisciplinary discussion classes. Strong academic performance, leadership and extracurricular interests are all considered in Honors admission. To apply to the Bellavance University Honors Program, students must send an essay best exemplifying their written work to the Honors director.

SU students possessing a grade point average of 3.50 after taking 48 hours of college credits are eligible for admission to Honors courses and to the Bellavance General Honors Program.

Transfer students who have been active in an Honors Program at the college from which they transfer are admitted upon request to their choice of the Bellavance University Honors or the Bellavance General Honors program

Transfer students coming to SU with no post-secondary Honors background may apply for admission to the Bellavance General Honors program when they have a total of 48 credits with a minimum grade point average of 3.5.

For further information, contact Dr. Richard England, 410-546-6902 or honorsprogram@salisbury.edu.

Curriculum

The program offers a variety of enhanced courses to satisfy the needs and interests of all Honors students. Enhanced courses meet for three hours a week and are available to all students admitted to the program. Some of them, as explained in the next section, are required for students intending to graduate with Honors.

Honors Core Curriculum Courses

There are four courses in the Honors core curriculum:

HONR 111-Honors Core Course I: Critical Thinking and Writing

Examines the processes for developing and supporting arguments with clear, unambiguous language and methods for evaluating the soundness of arguments.

HONR 112-Honors Core Course II: Issues in Social Sciences

A topics course designed to introduce students to enduring and pertinent issues in the social sciences and to teach them the methods and underlying assumptions of these disciplines.

HONR 211-Honors Core Course III: Issues in Humanities

A topics course designed to introduce students to enduring and pertinent issues in the humanities and to teach them the methods and underlying assumptions of these disciplines.

HONR 212-Honors Core Course IV: Issues in Natural Sciences

A topics course designed to introduce students to enduring and pertinent issues in the natural sciences and to teach them the methods and underlying assumptions of these disciplines.

Honors Interdisciplinary Seminars

These courses, mostly at the 300 level, often address topics that transcend individual disciplinary boundaries. These courses may be team-taught by faculty from different departments or they may be directed by a single faculty member who calls upon the expertise of several guest lecturers. Often a single faculty member selects texts from several disciplines to help students explore the topic from various disciplinary perspectives. These seminars are designed to be of interest to Honors students from a number of various disciplines.

Honors Thesis and Honors Thesis Preparation

The Honors Thesis (HONR 495) is a three-hour course of independent study which culminates in substantial original research, scholarship or creative work.

The Honors Thesis Preparation (HONR 490) is a one-credit course of independent study designed to get the thesis project under way.

Curriculum Requirements for Graduating With Bellavance University Honors

Students who enter SU as freshman and transfer students who have been active in a post-secondary Honors program are eligible to participate in Bellavance University Honors.

Three Core Courses:

		Credits
HONR 111	Critical Thinking and Writing (General Education ENGL 101)	4
or		
HONR 211	Issues in Humanities (General Education Group IA)	4
HONR 112	Issues in Social Sciences (General Education Group IIB)	4
HONR 212	Issues in Natural Sciences (General Education Group IIIB)	4

		Credits
HONR 311*	Honors Interdisciplinary Seminar	4
and		
HONR 311*	Honors Interdisciplinary Seminar	4
HONR 312	Junior Honors Research/Creative Project (Students complete a research or creative project in a 300-400-level course of their choosing [this does not have to be an Honors course] and present their project at one of several symposia.)	1
or		
HONR 490	Honors Thesis Preparation	1
HONR 495**	Honors Thesis (To fulfill this requirement, the Honors thesis must be completed with a grade of B or better.)	3

* Three credits from an approved study abroad credit may take the place of one HONR 311 course.

** May take the place of one 311 class.

All Honors students develop an outcomes portfolio consisting of class essays and reflections on campus citizenship, to be updated annually.

Students graduating with a minimum grade point average of 3.5 and who have completed the requirements listed above receive the designation "Bellavance University Honors" on their transcripts and diploma.

Curriculum Requirements for Graduating With Bellavance General Honors

SU students must have completed at least 48 college credits with a 3.5 grade point average and have completed a minimum of two semesters at SU to be admitted to this program.

Students desiring to graduate "Bellavance General Honors" complete the following program requirements:

		Credits
HONR 311*	Honors Interdisciplinary Seminar	4
HONR 312	Junior Honors Research/Creative Project (Students complete a research or creative project in a 300-400-level course of their choosing [this does not have to be an Honors course] and present their project at one of several symposia.)	1
HONR 490	Honors Thesis Preparation	1
HONR 495**	Honors Thesis (To fulfill this requirement, the Honors thesis must be completed with a grade of B or better.)	3
HONR XXX	Elective Class (Choose from HONR 111, 112, 211, 212 or 311)	4

* Three credits from an approved study abroad credit may take the place of one HONR 311 course.

** May take the place of one HONR 311 class.

All Honors students develop an outcomes portfolio consisting of class essays and reflections on campus citizenship, to be updated annually.

Students graduating with a minimum grade point average of 3.5 and who have completed the requirements listed above receive the designation "Bellavance General Honors" on their transcripts and diploma.

Honors Courses and General Education Requirements

The four Honors core courses may satisfy some General Education requirements as follows:

HONR 111: Honors Core I—Critical Thinking and Writing (satisfies Group IA: ENGL 101)

HONR 112: Honors Core II—Issues in Social Sciences (satisfies Group II-B)

HONR 211: Honors Core III—Issues in Humanities (satisfies Group I-B)

HONR 212: Honors Core IV—Issues in Natural Sciences (satisfies Group III-B)

▸ General Education Requirements for Honors Students

Group I—17 credit hours

A.

		Credits
HONR 111	Critical Thinking and Writing	4
ENGL 102	Composition II	3
Literature course		3

B.

	Art, Communication and Theatre Arts, Dance, Modern Languages, Music, Philosophy	3
HONR 211	Issues in Humanities	4

Group II—16 credit hours

A.

HIST 101	World Civilizations	3
HIST 102	World Civilizations	3

B.

	Anthropology, Economics, History, Human Geography, Political Science, Psychology or Sociology/Conflict Analysis and Dispute Resolution (six credits in two disciplines)	6
HONR 112	Issues in Social Sciences	4

Group III—13-15 credit hours

A.

	Laboratory Sciences: Biology, Chemistry Geology-Physical Geography, Physics (at least six credit hours in two disciplines	6-8

B.

HONR 212	Issues in Natural Sciences	4

C.

One mathematics course		3

Group IV—three credit hours

PHEC 106	Personalized Health/Fitness	3

Pre-professional Programs

www.salisbury.edu/academic

PRE-LAW PREPARATION

Pre-law Advisor
Roberta Adams, Political Science Department

In recent years, SU graduates have been admitted to law schools at the University of Baltimore, Cornell University, University of Maryland, Catholic University, Villanova University, Washington and Lee University, and Widener University.

Successful applicants to law schools must be able to read and comprehend, to think precisely, to analyze complex fact situations, and to speak and write clearly and intelligently. Although these skills can be developed in a number of disciplines, liberal arts majors such as communication arts, English, history, philosophy and political science are good choices. Generally, students preparing to study law should concentrate on courses they find intellectually stimulating and help them to comprehend the complex issues associated with human institutions and values.

Regardless of major, pre-law students should take courses which help develop those reading and analytical skills necessary for law school. They also should take some courses which show and interest in law. These are offered in a variety of departments across the University. Some examples include:

		Credits
ACCT 248	Legal Environment	3
ACCT 348	Business Law	3
CMAT 316	Argumentation and Debate	3
ENGL 306	Writing for the Disciplines	3
HIST 388	Civil Rights in American History	3
PHIL 103	Critical Thinking	4
PHIL 202	Introduction to Symbolic Logic	4
PHIL 203	Ethics	4
POSC 230	Judicial Process and Politics	4
POSC 330	The American Constitutional Development	4
POSC 411	International Law	4
POSC 450	Civil Rights and Liberties	4

Detailed information on law schools, applying for admission to law school and the Law School Admission Test (LSAT) is available from the pre-law advisor in the Department of Political Science.

The University's pre-law advisor also can help you design a program to your particular interests and needs.

HEALTH PROFESSIONS EDUCATION PROGRAM PREPARATION

Pre-health Advising Coordinator
Marylane McGlinchey, Advising Coordinator,
Henson School of Science and Technology

Salisbury University students frequently prepare for undergraduate or graduate professional school programs in medicine, veterinary medicine, dentistry, optometry, pharmacy, physical therapy, podiatry, physician assistant, clinical laboratory science, nursing and respiratory therapy. Some of the post-graduate professional schools attended by SU graduates have included University of Maryland School of Medicine, Pennsylvania State College of Medicine, Uniformed Health Services School of Medicine, Johns Hopkins School of Medicine, Philadelphia College of Osteopathic Medicine, Kirksville College of Osteopathic Medicine, University of Maryland School of Physical Therapy, Thomas Jefferson University School of Physical Therapy, University of Maryland School of Dentistry, University of Pennsylvania School of Dentistry, Virginia-Maryland Regional School of Veterinary Medicine, Ross University School of Veterinary Medicine, George Washington University Physician Assistant Program, Philadelphia College of Optometry and the University of Pennsylvania Nurse Practitioner Program.

At Salisbury University, undergraduate health professions degree programs are available in clinical laboratory science, nursing and respiratory therapy. (Curriculum guides are available in the department offices.) Students may prepare for all other health profession education programs by incorporating the required prerequisites into their "major" curriculum requirements. Students may prepare for all health profession education programs by majoring in any discipline. Because course selection is so important, students must consult their pre-health faculty advisor early for assistance in program planning.

For medicine and dentistry the following SU courses constitute the minimum prerequisites required by most schools: BIOL 210, 213; CHEM 121, 122, 221 and 222; and PHYS 121 and 123. Some dental schools require CHEM 417.

For veterinary medicine the following SU courses constitute the minimum prerequisites required by most schools: BIOL 210, 213; CHEM 121, 122, 221, 222 and 417; math courses as dictated by individual schools; and PHYS 121 and 123.

For optometry the following SU courses constitute the minimum prerequisites required by most schools: BIOL 210, 213 and 211; CHEM 121, 122, 221 and 222; MATH 155 and 160 or 201; and PHYS 121 and 123.

For physician assistant the following SU courses constitute the minimum prerequisites required by most schools: BIOL 215, 216 and 211; CHEM 121, 122, 221 and 222; MATH 155; PHYS 121: and PSYC 101 and 300.

For physical therapy, the following SU courses constitute the minimum prerequisite required by most schools: BIOL 210, 213, 215 and 216; CHEM 121 and 122; PHYS 121 and 123; and PSYC 101 and 300. (Some physical therapy programs may have different requirements. Students must find out what the prerequisites are for each school they plan to attend.)

Students will be assigned a faculty advisor who is a member of the University Health Professions Advisory Committee. Questions about professional study in the health professions should be directed to the student's pre-health advisor or the Henson School pre-health advising coordinator. Students choosing to major in clinical laboratory science, nursing or respiratory therapy will be assigned a faculty advisor within their respective department.

Accelerated Admission to Health Professions Education Programs

Accelerated admission to health professions education programs are available through cooperative agreements between Salisbury University and regional graduate health professions education programs.

During the junior year at Salisbury University, students may apply for admission to specific health professions programs. Successful candidates receive the baccalaureate degree from Salisbury University following the first year of study at the professional school. Accelerated programs allow students to obtain the professional degree in seven rather than eight years.

Admission to an accelerated degree program is competitive and admission to Salisbury University does not guarantee acceptance into a graduate health professions program. A minimum of two years at SU is required for participation in the undergraduate portion of the accelerated program. (Curriculum guides for the accelerated biology and chemistry majors are available in the department offices.)

Accelerated Program	**Affiliated Institution**
Dentistry	University of Maryland Baltimore
Optometry	Pennsylvania College of Optometry
Pharmacy	University of Maryland Baltimore
Podiatry	Temple University

Undergraduate Minors

www.salisbury.edu/checklists

MINORS

Salisbury University provides undergraduates with an opportunity to develop special competencies in a variety of areas outside their major fields of study. The University minor requires the completion of at least 18 credits with grades of C or better. At least 15 credits applied toward the minor must be coursework which is not used to satisfy General Education requirements, and at least nine credits must be earned at the University.

Salisbury University offers the following minors:

Accounting
American Studies
Anthropology
Art
Athletic Coaching
Biology
Business Administration
Business and Professional Writing
Chemistry
Clinical Biochemistry
Clinical Hematology
Clinical Microbiology
Conflict Analysis and Dispute Resolution
Communication Arts
Comparative Literature
Computer Science
Creative Arts
Dance
Earth Science
Economics
English
English to Speakers of Others Language (ESOL)
Environmental/Land-Use Planning
Environmental Issues
Ethnic and Intercultural Studies
Exercise Science
Finance
French
Gender Studies
Geographic Information Science
Geography
German
Gerontology
Health
History
Information Systems
Interdisciplinary Science
International Studies
Marketing Management
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Religious Studies
Social Studies
Sociology
Spanish
Statistics
Theatre
Transfusion Services/Blood Bank

Accounting

For more information see the Perdue School advising coordinator.

Students not majoring in accounting may minor in accounting.

This program provides students with a basic core accounting background. For non-accounting business majors, the minor would provide excellent credentials for those seeking careers in organizations or occupations where a background in accounting and budget administration is important. In addition, the minor could be utilized by non-accounting business majors to fulfill the necessary accounting prerequisites for entry into the accounting track of the M.B.A. program at SU. By selecting the appropriate accounting electives in the minor and in the M.B.A. program, these students would satisfy both the current course requirements and the current credit hour requirements established by the state of Maryland to sit for the CPA exam. The minor would also be useful for non-accounting majors seeking other prestigious certifications such as the CFM (Certificate in Financial Management).

The minor in accounting could be utilized by non-business majors in establishing credentials for their careers. The minor in accounting consists of 18 credits, any of which may be used to fulfill other Perdue School requirements. Nine of the 18 credits must be completed at SU and at least 15 credits applied toward the minor cannot be used to satisfy General Education requirements. All courses in the minor must be completed with a C or better. Only those courses listed as fulfilling the minor are accepted.

1. Required accounting courses:

		Credits
ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
ACCT 302	Cost Accounting I	3
ACCT 304	Intermediate Accounting I	3

2.Required accounting elective, one course from the following:

		Credits
ACCT 305	Intermediate Accounting II*	3
ACCT 341	Federal Income Tax Accounting: Personal	3
ACCT 420	Accounting Information Systems	3
ACCT 430	International Accounting	3
ACCT 435	Accounting in its Global Setting	3

* Students must pass the Accounting Program Admission Test (APAT) prior to enrolling in ACCT 305.

3.Required elective, one course from the following:

		Credits
FINA 104	Personal Finance	3
FINA 311	Financial Management	3
MGMT 320	Management and Organizational Behavior	3
INFO 211	Information Systems Concepts	3

The accounting minor is open to any non-accounting major at SU.

Accounting minors must register in advance with the director of academic service in the Perdue School.

American Studies

For more information see the History Department.

This minor is administered jointly by the History and English departments. The minor consists of 18 credit hours. At least 15 credit hours must be coursework which is not used to satisfy General Education requirements and at least nine hours must be completed at SU. All courses applied toward the minor must be completed with grades of C or better.

1. Complete the following core:

		Credits
HIST 412	Social and Cultural History of the United States I (1600-1875)	3
HIST 413	Social and Cultural History of the United States II (1876-present)	3
HIST 375	Topics in American Studies (also cross listed as ENGL 300—Studies in English, to be taken twice under different course titles recorded with the registrar	6

2. Select six credit hours from the following:

		Credits
ENGL 480	Colonial American Literature	3
ENGL 481	The American Renaissance	3
ENGL 484	American Novel I: Beginnings to 1900	3
ENGL 485	American Novel II: 1900-1945	3
ENGL 486	American Novel III: 1945 to Present	3

Anthropology

For more information see the History Department.

Students must complete 18 semester hours in anthropology and related disciplines with grades of C or better. At least 15 hours of work in the minor must be in courses not applied toward General Education requirements and at least nine credits must be completed at SU. For more information, contact the Department of History. The minor requires the following coursework:

1. Complete 12 hours from the following core; three hours must be at the 300- or 400-level:

		Credits
ANTH 101	Introduction to Anthropology	3
ANTH 212	Cultural Anthropology	3
ANTH 215	Religion, Magic and Witchcraft	3
ANTH 250	Archaeology of Ancient Societies	3
ANTH 350	Physical Anthropology	3
ANTH 355	North American Indian	3
ANTH 410	Archaeological Field Methods	6
ANTH 450	Comparative Cultures	3
ANTH 459	Seminar in Anthropology	3
ANTH 497	Undergraduate Research	3

2. Select six hours from collateral areas, including the following courses:

		Credits
BIOL 105	Biology and Society	3
ENGL 240	Introduction to the Study of Language	3
GEOG 105	Introduction to Physical Geography	4
GEOG 202	Cultural Geography	3
HIST 300	Historic Archaeology of Maryland's Eastern Shore	3
HIST 319	Roman History	3
HIST 370	Greek History	3
HIST 371	Introduction to Classical Mythology	3
HIST 395	Material Culture Studies in American History	3
HIST 471	Bronze Age Aegean	3
HIST 472	*Studies in Classical Archaeology	3
HIST 473	Roman Archaeology	3
HIST 474	History of Ancient Egypt	3
HIST 475	Greek Archaeology	
HIST 480	Museum Studies	3

* may be taken twice under different course titles

Art

For more information see the Art Department.

At least four courses of the work applied toward the minor must consist of courses which are not used to satisfy General Education requirements and at least two of these courses must be earned at the University. Grades of C or better are required in all courses applicable to the minor.

The minor in studio art has the following requirements:

1. Complete the following three courses:

		Credits
ART 121	Design Principles	4
ART 130	Drawing I	4
ART 201	Introduction to Art History	4

2. Take two additional art courses.

Athletic Coaching

For more information see the Health, Physical Education and Human Performance Department.

The minor in athletic coaching is designed to prepare individuals for coaching sports teams in either public schools or in the community. Students seeking a minor in athletic coaching must complete the 18 credit hours of coursework listed here with grades of C or better. At least 15 credits must consist of courses which are not used to satisfy General Education requirements and at least nine of these credits must be earned at Salisbury University.

1. Required courses include (15 credit hours):

		Credits
EXSC 312	Strength Training and Program Design	3
PHEC 213	Prevention and Management of Sports Injuries	3
PHEC 330	Athletic Coaching	3
PHEC 331	Coaching Youth Sports	3
PHEC 451	Psychosocial Aspects of Physical Education	3

2. Complete one of the following courses (3 credit hours):

		Credits
CADR 100	Foundations of Conflict Resolution	3
CMAT 100	Fundamentals of Communication	3
PSYC 101	General Psychology	3

Biology

For more information see the Biology Department.

The minor in biology consists of a minimum of 18 credit hours. Required courses include BIOL 210 and two of the following courses: BIOL 211, BIOL 212 and BIOL 213. The six hours of additional requirements need to be above the 100 level with at least three hours at the 300/400 level. Approved courses include all biology courses at or above the 200 level, except BIOL 214, BIOL 217, BIOL 219, BIOL 416, BIOL 419 and BIOL 450, and may include ENVH 210, ENVH 301 and ENVH 302. Students must earn minimum grades of C in all courses they use for the minor. The University requires that at least 15 hours of the work applied toward the minor must consist of courses that are not used to satisfy General Education requirements, and at least nine of these hours must be credits earned at the University. Biology majors are ineligible to earn a biology minor.

Business Administration

For more information see the Perdue School advising coordinator.

Students not majoring in accounting, business administration, finance, management, marketing or information systems may minor in business administration.

This program provides general exposure to business administration. It is intended to help prepare non-business majors for employment in business organizations or to gain entrance into M.B.A. programs. Students who complete the appropriate electives within the business administration minor within the baccalaureate programs and meet M.B.A. program admissions standards can obtain the Perdue School M.B.A. degree in as little as one calendar year of graduate study (i.e., 4+1 program). Perdue School M.B.A. program prerequisite courses are listed in the section following the business administration minor requirements. Students intending to pursue M.B.A. programs at other institutions should consult the entrance requirements of the schools they expect to attend. At least 15 credits of coursework applied toward the minor cannot be used to satisfy General Education requirements and at least nine credits must be completed at SU. All courses applied toward the minor must be completed with grades of C or better.

1. Required lower division courses (9 hours):

		Credits
MATH 155	*Modern Statistics with Computer Analysis	3
ACCT 201	Principles of Accounting I	3
ECON 150	*Principles of Economics	3
or		
ECON 211	*Micro-Economics Principles	3

* MATH 155, 201, ECON 150, 211 or 212 may be used to satisfy General Education requirements

2. Required upper division courses (6 hours):

		Credits
MGMT 320	Management and Organizational Behavior	3
MKTG 330	Principles of Marketing Management	3

3. Electives (9 hours). Select three of the following:

		Credits
INFO 281	***Intermediate Business Statistics	3
or		
MATH 201	Calculus I	3
FINA 311	Financial Management	3
INFO 326	Operations Management	3
ACCT 202	Principles of Accounting II	3
ECON 212	**Macro-Economics Principles	3
INFO 211	Information Concepts for Management	3

** May not take ECON 212 if ECON 150 is taken as the required lower division economics course

*** Students selecting INFO 281 must complete MATH 160 prior to INFO 281.

Students in the 4+1 program should select the following courses toward the business administration minor. These include all undergraduate courses required for admission to the Perdue School M.B.A. program.

4. Required lower division courses (12 hours):

		Credits
MATH 155	*Modern Statistics with Computer Analysis	3
INFO 281	***Intermediate Business Statistics	3
or		
MATH 201	Calculus I	3
ACCT 201	Principles of Accounting I	3
ECON 150	*Principles of Economics	3
or		
ECON 211	*Micro-Economics Principles	3

* MATH 155, 201, ECON 150, 211 may be used to satisfy General Education requirements

*** Students selecting INFO 281 must complete MATH 160 prior to INFO 281.

5. Required upper division courses (12 hours):

		Credits
FINA 311	Financial Management	3
MGMT 320	Management and Organizational Behavior	3
INFO 326	Operations Management	3
MKTG 330	Principles of Marketing Management	3

Students who complete the courses above within their baccalaureate program and meet M.B.A. program admissions standards can obtain the Perdue School M.B.A. degree in as little as one calendar year of graduate study (i.e., 4+1 program). Student desiring to pursue the 4+1 program should consult the director of the M.B.A. program as early as possible.

Business and Professional Writing

For more information see the English Department.

Students must complete 15 credit hours in English beyond those used to fulfill General Education requirements. At least nine of the credits used for the minor must be taken at SU. A grade of C or better is required in courses for the minor.

1. Complete the following core courses:

		Credits
ENGL 304	Business and Professional Writing	3
or		
ENGL 305	Technical Writing and Editing	3
ENGL 306	Writing for the Disciplines	3
ENGL 464	Rhetorical Criticism	3
or		
ENGL 467	History and Theory of Rhetoric	3

2. Choose two electives from among the following:

		Credits
ENGL 302	Internship	3
ENGL 307	Writing for the World Wide Web	3
ENGL 308	Composition III	3
ENGL 455	Nonfiction Workshop	3
ENGL 464	Rhetorical Criticism	3
ENGL 467	History and Theory of Rhetoric	3
ENGL 495	Topics in Writing and Rhetoric	3

Chemistry

For more information see the Chemistry Department.

A chemistry minor is available for students in other majors seeking official recognition for courses taken in chemistry. At least 15 hours of this work must consist of courses which are not used to satisfy General Education requirements and at least nine of these hours must be credits earned at the University. Grades of C or better are required in all courses applicable to the minor. Specific requirements for the minor are as follows:

1. Complete the following core:

		Credits
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
CHEM 221	Organic Chemistry I	4
CHEM 222	Organic Chemistry II	4

2. Choose at least three credit hours in chemistry from the 300 or 400 level.

Clinical Biochemistry

For more information see the Clinical Laboratory Science/Medical Technology Program in the Health Sciences Department.

Students must complete 22 hours with grades of C or better. At least 15 hours of work applied toward the minor must consist of courses which are not used to satisfy General Education requirements. At least nine of these hours must be credits earned at the University.

Complete the following courses:

		Credits
MDTC 101	Safety in the Biological, Chemical and Clinical Lab	1
MDTC 201	Medical Physiology *	4
MDTC 300	Principles of Clinical Laboratory Science	4
MDTC 331	Diagnostic Immunology	4
MDTC 341	Clinical Biochemistry I	5
MDTC 441	Clinical Biochemistry II	4

*Note: BIOL 215 and 216 (Anatomy and Physiology I and II) may be substituted for MDTC 201.

Clinical Hematology

For more information see the Clinical Laboratory Science/Medical Technology Program in the Health Sciences Department.

Students must complete 20 hours with grades of C or better. At least 15 hours of work applied toward the minor must consist of courses which are not used to satisfy General Education requirements. At least nine of these hours must be credits earned at the University.

Complete the following courses:

		Credits
MDTC 101	Safety in the Biological, Chemical and Clinical Lab	1
MDTC 201	Medical Physiology *	4
MDTC 300	Principles of Clinical Laboratory Science	4
MDTC 301	Hematology I	4
MDTC 331	Diagnostic Immunology	4
MDTC 401	Hematology II	3

*Note: BIOL 215 and 216 (Anatomy and Physiology I and II) may be substituted for MDTC 201.

Clinical Microbiology

For more information see the Clinical Laboratory Science/Medical Technology Program in the Health Sciences Department.

Students must complete 21 hours with grades of C or better. At least 15 hours of work applied toward the minor must consist of courses which are not used to satisfy General Education requirements. At least nine of these hours must be credits earned at the University.

Complete the following courses:

		Credits
MDTC 101	Safety in the Biological, Chemical and Clinical Lab	1
MDTC 201	Medical Physiology *	4
MDTC 300	Principles of Clinical Laboratory Science	4
MDTC 311	Clinical Microbiology I	4
MDTC 331	Diagnostic Immunology	4
MDTC 411	Clinical Microbiology II	4

*Note: BIOL 215 and 216 (Anatomy and Physiology I and II) may be substituted for MDTC 201.

Communication Arts

For more information see the Communication and Theatre Arts Department.

Students must complete a minimum 18 hours with grades of C or better. Students must receive a grade of C or better in all prerequisite courses before progressing to an advanced course. At least 15 hours must be credits not applied toward General Education requirements and at least nine hours must be credits earned at SU. The requirements are as follows:

1. Complete six credit hours of core courses:

		Credits
CMAT 100	Fundamentals of Communication	3
CMAT 200	Theories of Communication	3

2. Complete 12 additional communication arts credit hours, six of which must be 300/400 level. Students are encouraged to choose courses in a communication arts track in consultation with the department minor advisor.

Comparative Literature

For more information see the Modern Languages and Intercultural Studies Department.

The minor in comparative literature consists of 18 hours of coursework, nine of which must be taken at SU. At least 15 hours of the work must consist of courses which are not used to satisfy General Education requirements and all courses must be completed with a grade of C or better. Additional information is available from the Department of Modern Languages.

1. Complete the following prerequisite:

		Credits
ENGL 102	Composition II	3

2. Select six credit hours from the following list of courses:

		Credits
ENGL 363	World Literature I	3
ENGL 364	World Literature II	3
ENGL 366	World Mythology	3

3. Select nine credit hours from the following list of courses, with at least three hours in French literature and three hours in Spanish literature:

		Credits
FREN 305	Short Fiction in France in Translation	3
FREN 350	The Rise and Fall of Sensuality from the Middle Ages to 1700	3
FREN 351	French Literature of Protest in Translation (1700-1970)	3
GERM 350	German Short Story	3
SPAN 330	Topics in Hispanic Literature in Translation	3

Computer Science

For more information see the Mathematics and Computer Science Department.

The minor in computer science requires completion of the following courses with grades of C or better: COSC 120, 220, 250 and two upper-level COSC electives (other than COSC 380, 390 or 495). One INFO, MATH or PHYS course, which may count toward the computer science major, may be substituted for one of these electives. At least 15 credit hours of the minor must consist of courses not used to satisfy General Education requirements, and at least nine credit hours must be earned at Salisbury University.

Conflict Analysis and Dispute Resolution

For more information see the Sociology Department.

This minor is an interdisciplinary program housed in the Sociology Department. The minor involves the completion of 21 credit hours, at least 15 credit hours must be coursework that was not used to satisfy General Education Requirements, at least nine credit hours must be completed at SU and all courses applied toward the minor must be completed with grades of C or better. Students enrolled in the program will complete a minimum of nine credit hours of CADR courses. Individual directed-study courses from various majors may be utilized with the approval of the minor advisor. For more information, contact the Department of Sociology.

1. Complete the following core:

		Credits
CADR 100	Foundation of Conflict and Conflict Resolution	3
CADR 201	Conflict Resolution Processes	3

2. Select two other CADR courses (one of which must be a 300- or 400-level course):

		Credit
CADR 225/ SOCI 225	Sociology of Violence and Non-Violence	3
CADR 300	Theories of Conflict and Conflict Resolution	3
CADR 301	International Conflict and Conflict Resolution	3
CADR 302	Cross-Cultural Conflict Analysis and Intervention	3
CADR 303	Studies in Conflict Analysis and Dispute Resolution	3
CADR 400	Practicum and Internship	3
CADR 401	Dispute Systems Design	3
CADR 403	Resolving Environmental Conflict	3
CADR 404	Negotiation and Conflict Management in Business	3
CADR 405	Special Topics	3

3. Select nine credit hours of electives:

		Credits
CADR 225/ SOCI 225	Sociology of Conflict and Non-Violence	3
CMAT 300	Intercultural Communications	3
CMAT 307	Interpersonal Conflict	3
CMAT 310	Small Group Discussion	3
CMAT 316	Argumentation and Debate	3
HIST 225	The Holocaust: Extermination of the European Jews	3
HIST 308	Sectional Conflict and Civil War	3
HIST 376	Violence and Non-Violence in America	3
HIST 389	U.S. Environmental History	3
PHIL 301	Violence and Nonviolence	4
POSC 213	War and Peace in the Middle East	4
POSC 370	Democracy	4
POSC 409	Causes of War	4
POSC 450	Civil Rights and Liberties	4
SOCI 201	Social Problems	3
SOCI 319	Globalization and Social Change	3
SOCI 320	Social Movements	3
SOCI 390	Sociology of the Environment	3

Creative Arts

For more information contact the creative arts minor coordinator in the Education Department.

The Minor in Creative Arts is an interdisciplinary program of study that will provide students the opportunity to develop an experiential and conceptual foundation in dance, music, theatre and the visual arts. The minor requires the completion of 21 hours; 15 hours must consist of courses not used to satisfy General Education requirements and at least nine credits must be completed at SU. In addition to the required introductory course, students must select an additional 18 hours. There must be at least three hours from each of the four disciplines. Education majors have the option of using ELED 317, Creative Arts, toward the 21 credit total for the minor. All courses must be completed with grades of C or better.

1. Complete the following core course:

		Credits
IDIS 285	Introduction to the Creative Arts	3

2. Select 18 credits with at least three credits from each of the following clusters of courses:

▸ Art

		Credits
ART 104	Art Appreciation	3
ART 121	Design Principles	4
ART 130	Drawing I	4
ART 201	Introduction to Art History	4
ART 215	Ceramics I	4
ART 229	Photography I	4

▸ Dance

		Credits
DANC 106	Dance Company (by audition) May be taken for a total of five credits	1
DANC 162	Creative Modern Dance I	3
DANC 202	Dance Appreciation	3
DANC 260	Introduction to Dance/Movement	1

▸ Music

		Credits
MUSA	100, 102, 103, 105, 106, 107 (ensembles)	1-3
MUSA	108, 205, 206, 209, 210 (group voice/ instrumental instruction)	1-3
MUSC 112	Creativity and Electronic/Acoustic Music	3
MUSC 114	Music Appreciation	3
MUSC 201	Introduction to Music Theory	3
MUSA 390	Applied Study (private lessons)	1-2

▸ Theatre

		Credits
THEA 120	Introduction to Theatre	3
THEA 122	Performing	3
THEA 224	Acting	3
THEA 320	Environmental Themes in Theatre	3
THEA 325	Oral Interpretation	3
THEA 327	Readers' Theatre	3
THEA 453	Creative Dramatics	3
THEA 456	Techniques of Children's Theatre	3

Dance

For more information contact the Communication and Theatre Arts Department.

The dance minor is designed for students who wish to experience dance as an art form and develop technique, teaching, performance and research competencies. Students must complete 21 hours with grades of C or better. At least 15 hours must be credits not applied toward General Education requirements, and at least nine hours must be credits earned at SU.

▸ About the Dance Program

The Dance Program housed within the Department of Communication and Theatre Arts offers studio and lecture classes in traditional, hybrid and online modalities. Auditions are not required to declare the dance minor or to register for technique courses. The 2,200 square foot dance studio features a sprung wood dance floor, natural lighting and floor-to-ceiling mirrors.

The SU Dance Company offers opportunities for students to experience ballet, ethnic, jazz and modern dance as a performance ensemble. Entrance auditions are required at the beginning of each semester for new and returning students.

The Company mounts three main stage productions a year: a fall showcase of member choreography adjucated by dance professionals, a free children's matinee and a spring concert of resident faculty, selected student and guest artist works.

▸ Minor Requirements

1. Complete 18 hours of required courses:

		Credits
DANC 162	Creative Modern Dance I	3
or		
DANC 262	Creative Modern Dance II	3
DANC 167	Ballet I	3
DANC 168	Jazz Dance	3
or		
DANC 268	Musical Theatre Dance	(spring only) 3
DANC 202	Dance Appreciation	3
DANC 267	Ballet II	3
DANC 360	Dance Teaching	(fall only) 3

2. Select or combine three hours from the following:

		Credits
DANC 106	Dance Company (by audition) May be taken for a total of three credits	1
DANC 491	Independent Study	(winter, summer only) 1-3

Earth Science

For more information see the Geography and Geosciences Department.

This minor consists of at least 18 credit hours, completed with grades of C or better, at least 15 hours of which are credits not applied toward General Education and at least nine of these hours must be credits earned at Salisbury University. Geography majors are not eligible to earn a minor in earth science. Instead, they may complete the Earth and Atmospheric Science Track within the geography major. For more information contact the Department of Geography and Geosciences.

1. Complete the following core:

		Credits
GEOG 104	Earth and Space Science	4
or		
GEOG 105	Introduction to Physical Geography	4
GEOL 103	Introduction to Physical Geology	4
GEOG 201	Physical Geography/Weather and Climate	4

2. Complete two of the following courses:

		Credits
GEOG 311	Coastal Processes	3
GEOG 401	Soil, Water and Environment	3
GEOG 410	Meteorology	3
GEOG 411	Geomorphology	3
GEOG 413	Applied Climatology	3
GEOL 206*	Historical Geology	4
GEOL 405	Environmental Geology	3

* Highly recommended for education majors.

Economics

For more information see the Perdue School advising coordinator.

Students not majoring in economics may minor in economics. The minor consists of 18 credits, 15 of which cannot be used to satisfy General Education requirements. A minimum of nine credits must be taken at Salisbury University. Each course in the minor must be completed with grades of C or higher.

A minor in economics consists of the following 18 hours of coursework completed with grades of C or better, at least 15 hours of which are credits not applied toward General Education or Perdue School major requirements and at least nine credits earned at SU:

1. Complete the following core:

		Credits
ECON 211	*Micro-Economic Principles	3
ECON 212	*Macro-Economic Principles	3
ECON 305	Intermediate Macro-Economic Theory	3
or		
ECON 306	Intermediate Micro-Economic Theory	3

* business, accounting and information systems majors can count only one of these courses toward the minor; therefore, they must have four, rather than three economics electives

2. Select three electives (four electives for business administration, finance, marketing, management, accounting or information systems majors) from 300/400-level economics courses.

English

For more information see the English Department.

Students must complete 15 credit hours in English beyond those used to fulfill General Education requirements and at least nine credits must be completed at SU. The student must have a grade of C or better in the minor and have a maximum of six hours at the 200 level and a minimum of nine hours at the 300/400 level.

Students may not use courses to satisfy requirements in both the minor and major programs of study in English.

English to Speakers of Other Languages (ESOL)

For more information see the English Department.

Students must complete 15 credit hours in English beyond those used to fulfill General Education requirements. At least nine of the 15 credits used for the minor must be taken at SU. A grade of C or better is required in courses for the minor.

1. Complete the following core courses:

		Credits
ENGL 428	ESOL Test and Measurements	3
ENGL 430	Principles of Linguistics	3
ENGL 432	Literacy and ESOL Reading	3
ENGL 434	Literacy and ESOL Writing	3

2. Complete one of the following courses:

		Credits
ENGL 422	Language and Culture	3
or		
ENGL 438	Bilingualism	3
or		
ENGL 439	Second Language Acquisition	3

Students may not use courses to satisfy requirements in both the minor and major programs of study in English.

Environmental Issues

For more information see the Biology Department.

This minor consists of 18 credits. At least 15 hours of the work applied toward the minor must consist of courses which are not used to satisfy General Education requirements and at least nine of these hours must be credits earned at the University. Grades of C or better are required in all courses applicable to the minor. Please the number of courses required from each of the first four groups. Many of the courses approved for use within the minor have prerequisites. Special topics courses which are applicable to the minor may sometimes be offered through a variety of disciplines. The internship is optional, but highly recommended. Interested students should begin planning for the internship early by discussing it with their major advisor. For more information and for specific course approvals, contact the minor coordinator located in the Department of Biology.

I. Natural Process and the Environment
(select at least two courses)

		Credits
BIOL 105	Biology and Society: The Environment	3
BIOL 310	Ecology	4
CHEM 109	Energy and the Environment	4
ENVH 110	Introduction to Environmental Science	3
ENVH 210	Introduction to Environmental Health	3
ENVR 102	Earth Literacy	3
GEOG 401	Soil, Water and the Environment	3
MATH 144	Environmental Mathematics	3

II. Nature in a Cultural and Historical Context
(select at least one course)

		Credits
ENGL 347	The Wilderness in Literature	3
ENGL 348	Nature in Literature	3
ENGL 384	Native American Literature	3
HIST 386	Wilderness and U.S. Culture, 1492-Present	3
HIST 389	U.S. Environmental History	3
PHIL 306	Animals and Ethics	4
PHIL 318	Environmental Responsibility	4

III. Public Policy and Environmental Values
(select at least one course)

		Credits
CADR 403	Resolving Environmental Conflicts	3
CMAT 444	Environmental Communication	3
ECON 415	Environmental and Natural Resource Economics	3
GEOG 402	Environmental Planning	3
GEOG 403	Environmental Hazards	3
POSC 360	Environmental Policy	4
POSC 460	Environmental Law	4
PSYC 409	Environmental Psychology	3
SOCI 390	Sociology of the Environment	3

IV. Internship/Field Experience
(optional, a maximum of six credits will be accepted toward the minor from this category)

		Credits
BIOL 399	International Field Studies: Environmental Issues in Ecuador (or other approved* travel course)	3
ENVR 480	Internship in Environmental Studies (or other approved* internship course)	3
IDIS 280	Service Learning (in an approved topic)	1
PHEC 369	Outdoor Adventure Skills	3

V. Interdisciplinary Studies (optional)

		Credits
ENVR 150	Environmental Perspectives (or other approved* interdisciplinary course)	3

* Approval should be requested from the coordinator of the minor prior to the beginning of the course.

Environmental/Land-Use Planning

For more information see the Geography and Geosciences Department.

This interdisciplinary minor provides an opportunity for students interested in environmental issues and problems to complement their major, further strengthen and diversify their undergraduate education, and enhance the range of career opportunities available upon graduation. While interdisciplinary in nature, this minor specifically emphasizes the application of scientific procedures and technological skills to solve environmental land-use problems.

Salisbury University requires that at least 15 hours of work applied toward a minor must consist of courses not used to satisfy General Education requirements and at least nine of these hours must be credits earned at the University. In addition, a grade of C or better is required in all courses applicable to the minor. Geography and geosciences majors cannot receive credit for an interdisciplinary minor in environmental/land-use planning. Instead, they may complete the Environmental/Land-Use Planning Track within the geography and geosciences major. For more information contact the Department of Geography and Geosciences.

Successful completion of the interdisciplinary minor requires the following:

1. Complete the following core:

		Credits
GEOG 308	Principles of Planning	3

2. Complete at least two courses from the following:

		Credits
GEOG 328	Applied Planning	3
GEOG 402	Environmental Planning	3
GEOG 403	Environmental Hazards	3
GEOG 404	Rural Settlement and Land Use	3
GEOG 406	Regional Planning	3
GEOG 408	Urban Planning	3

3. Complete at least one course from the following:

		Credits
GEOG 401	Soil, Water and the Environment	3
GEOL 405	Environmental Geology	3

4. Complete at least two courses from the following:

		Credits
BIOL 310	Ecology	4
ECON 415	Environmental and Natural Resource Economics	3
ENVH 430	Ground and Surface Water Quality	4
HIST 389	U.S. Environmental History	3
POSC 360	Environmental Policy	4

Ethnic and Intercultural Studies

For more information see the Sociology Department.

The minor in ethnic and intercultural studies offers students the opportunity to study other cultures and social groups in a variety of ways. The minor consists of 18 credits of course work, six credits selected from the required core group and an additional 12 credits selected from any one of the three tracks (United States minorities, cultural area studies and intercultural studies) or from all courses listed for a more general minor. No more than six credits from any one department may be used to complete the minor.

The University requires that at least 15 hours of work applied toward the minor must consist of courses which are not used to satisfy General Education requirements and at least nine of these hours must be credits earned at the University. All courses applicable to the minor must be completed with grades of C or better. Additional information is available from the Department of Sociology.

1. Complete six hours from the following core requirements, select one course from each group:

		Credits
Group 1:		
CMAT 300	Intercultural Communication	3
ENGL 433	Language and Culture	3
PHIL 209	Philosophy and Culture	4
PSYC 410	Multi-cultural Issues in Psychology	3
Group 2:		
HIST 387	Racism and Discrimination	3
HIST 440	Minority Groups in United States History	3
SOCI 250	Race Relations in Global Perspective	3
SOCI 331	Racial and Cultural Minorities	3

2. Complete 12 credits from the tracks listed below. Select 12 credits from one track or select 12 credits from all courses listed for a more general minor. Courses selected to complete the core may not be used to complete the track requirements. However, courses not selected to complete the core require-

ments may be used to complete the track requirements. No more than six credits from one department may be used to complete the minor. Special topics courses that address the goals of the minor may be eligible for minor credit with approval by the minor coordinator.

▸ United States Minorities

		Credits
ANTH 355	North American Indian	3
ENGL 338	Literature of the Queer	3
ENGL 383	African-American Literature	3
ENGL 384	Native American Literature	3
ENGL 385	Ethnic Literature in America	3
HIST 440*	Minority Groups in United States History	3
HIST 444	African-American History to 1865	3
HIST 445	African-American History from 1865	3
HIST 446	Readings in African-American History	3
PHIL 320	African-American Philosophy	4
POSC 450	Civil Rights and Liberties	4
SOCI 320	Social Movements	3
SOCI 331*	Racial and Cultural Minorities	3

* if not taken to fulfill core requirement

▸ Cultural Areas Studies

		Credits
ENGL 365	Literature of the Third World	3
FREN 316	French Culture and Civilization I	3
FREN 317	French Culture and Civilization II	3
FREN 322	French for Business	3
FREN 350	Rise and Fall of Sensuality from Middle Ages to 1700	3
FREN 351	French Literature of Protest in Translation (1700-1970)	3
GEOG 310	Regional Geography of Europe	3
GERM 350	German Short Story	3
HIST 332	National History of Mexico	3
HIST 334	Latin American Institutions	3
HIST 340	History of Africa to 1870	3
HIST 341	History of Africa: 1870 to Present	3
HIST 342	History of India to 1857	3
HIST 343	History of India: 1857 to Present	3
HIST 350	The Middle East to 1800	3
HIST 355	The Middle East Since 1800	3
HIST 362	Chinese Civilization	3
HIST 460	History of China Since 1800	3
MDFL 241	French Peoples	3
MDFL 245	German Peoples	3
MDFL 246	Russian Peoples	3
MDFL 248	Studies in Contemporary Cultures	3
PHIL 312	Introduction to Asian Philosophy	4
POSC 213	War and Peace in the Middle East	4
POSC 310	Comparative European Government	4
POSC 311	Comparative Government of Developing Nations	4
POSC 313	Comparative Politics of the Middle East	4
POSC 417	Russia and the Soviet Union	4
SPAN 315	Elements of Spanish Culture	3
SPAN 316	Latin American Culture and Civilization	3
SPAN 322	Spanish for Business	3
SPAN 330	Topics in Hispanic Literature in Translation	3
SPAN 335	Survey of Spanish Literature	3
SPAN 336	Survey of Latin American Literature	3
SPAN 403	Hispanic Culture Through Literature	3
SPAN 410	Topics in Hispanic Literature	3

▸ Intercultural and Comparative Cultural Studies

		Credits
ANTH 212	Cultural Anthropology	3
ANTH 215	Primitive Religion	3
ANTH 450	Comparative Cultures	3
CMAT 300*	Intercultural Communication	3
ENGL 366	World Mythology	3
ENGL 367	Folklore and Folklife	3
ENGL 433*	Language and Culture	3
ENGL 438	Bilingualism	3
GEOG 101	World Geography	3
GEOG 102	World Geography: Africa and the Americas	3
GEOG 202	Cultural Geography	3
HIST 210	World Religions	3
HIST 225	Holocaust: The Extermination of the European Jews	3
HIST 327	The Habsburg Empire, 1740-1918	3
HIST 387*	Racism and Discrimination	3
IDIS 250	Comparative Religions	3
MUSC 409	Introduction to Ethnomusicology	3
PHIL 209*	Philosophy of Culture	4
PHIL 325	Philosophy of Religion	4
POSC 313	Comparative Politics in the Middle East	4
PSYC 410*	Multicultural Issues in Psychology	3
SOCI 250	Race Relations in Global Perspective	3
SOCI 318	Sociology of Religion	3

* if not taken to fulfill core requirement

Eligibility of topics courses, studies courses or language courses not listed above will be determined through review of syllabi by the minor coordinator at the request of students and/or faculty.

Exercise Science

For more information see the Health, Physical Education and Human Performance Department.

The minor in exercise science consists of a minimum of 20 credit hours. Students must complete each course with a grade of C or better. The University requires that at least 15 of the hours are not used to satisfy General Education requirements, and at least nine of these hours must be earned at the University. Exercise science majors are not eligible to earn a minor in exercise science.

1. Complete the following required courses:

		Credits
HLTH 217	Nutrition, Health and Human Performance	3
EXSC 332	Exercise Physiology	4
EXSC 333	Kinesiology	4

2. Select nine credits from the following:

		Credits
EXSC 213	Prevention and Management of Sports Injuries	3
EXSC 312	Strength Training Techniques and Program Design	3
EXSC 313	Strength Training for Rehabilitation	3
EXSC 462	Exercise Physiology, Aging and Special Populations	3
EXSC 481	Stress Testing and Exercise Prescription	4
HLTH 225	Health Behavior	3

Finance

For more information see the Perdue School advising coordinator.

A minimum of nine credits must be taken at Salisbury University. Each course in the minor must be completed with grades of C or higher.

The finance minor provides general exposure to finance and is intended to help prepare nonfinancial majors for employment in a variety of fields that require financial sophistication. Examples include corporate accounting, consulting, real estate, marketing of insurance and financial products. The finance minor requires 21-24 credit hours, any of which may be used to fulfill other Perdue School requirements. The finance minor requires the following course of study.

1. Required courses:

		Credits
MATH 155	Modern Statistics	3
ACCT 201	Principles of Accounting I	3
ECON 211	Micro-Economics Principles	3
and		
ECON 212	Macro-Economics Principles	3
or		
ECON 150	Principles of Economics	3
FINA 311	Financial Management	3
FINA 441	Investments I	3

2. Two courses from the following:

		Credits
FINA 312	Risk Management and Insurance	3
FINA 440	Corporate Finance	3
FINA 442	Investments II	3
FINA 443	Essentials of Real Estate	3
FINA 445	Financial Institutions and Markets	3
FINA 446	Retirement Planning	3
FINA 447	International Financial Management	3
FINA 448	Estate Planning	3
FINA 449	Practicum in Portfolio Management	3

The finance minor is open to any nonfinancial major at SU. Finance minors must register with the director of academic services in the Perdue School.

French

For more information see the Modern Languages and Intercultural Studies Department.

Requirements for a minor in French consist of the following:

1. Complete 18 credit hours from the following courses:

		Credits
FREN 201	Intermediate French I	3
FREN 202	Intermediate French II	3
FREN 310	Intermediate Composition	3
FREN 312	Intermediate Conversation	3
or		
FREN 303	Reading Skills	3
FREN 316	French Civilization I	3
or		
FREN 317	French Civilization II	3
FREN 325	French Culture through Literature	3
or		
FREN 350	The Rise and Fall of Sensuality	3
or		
FREN 351	Literature of Protest	3

2. Earn grades of C or better in all courses taken for the minor.
3. At least 15 credit hours of the minor must consist of courses not used to satisfy General Education requirements.
4. A maximum of nine credit hours of transfer or placement credit may be applied toward the minor.

Gender Studies

For more information see the History Department.

This minor consists of the following 18 credits, with distribution requirements directing students into courses from a minimum of four departments, with no more than six credits in one department. At least 15 hours of the work applied toward the minor must consist of courses which are not used to satisfy General Education requirements and at least nine of these hours must be credits earned at the University. Grades of C or better are required in all courses applicable to the minor. Contact the Department of History for additional information.

1. Select one course from each of the areas A-C, comprising the nine-credit core:

A. Theoretical Perspectives

		Credits
ENGL 461	Feminist Literature and Theory	3
IDIS 213	Introduction to Gender Studies	3
or		
HIST 213	Introduction to Gender Studies	3
PHIL 316	Philosophy and Feminism	4

B. Historical and Cultural Perspectives

		Credits
HIST 377	Women in Early American History	3
HIST 378	Women in Modern America	3
SOCI 363	Women and Development	3

C. Social and Interpersonal Perspectives

		Credits
PSYC 334	Psychology of Women	3
PSYC 336	Psychology of Men	3
SOCI 314	Sociology of Gender	3

2. Satisfy six additional credits from the list below or from the core. One of the courses may be Independent Study in the students' major disciplines. At least one of the two courses must come from a department in which minor courses have not yet been taken.

		Credits
ART 335	Women in Art	4
CMAT 304	Communication, Gender and Culture	3
ENGL 300	Studies in English (approved topics)	3
ENGL 338	Literature of the Queer	3
ENGL 342	Women in Literature	3
ENGL 386	American Women Writers of Color	3
ENGL 401	Studies in Film (approved topics)	3
HIST 375	Topics in American Studies (approved topics)	3
PHIL 310	Philosophical Topics (approved topics)	4
POSC 204	Topics in Political Science (approved topics)	4
PSYC 325	Psychology of Sexuality	3
SOCI 301	Studies in Sociology	3

3. Complete the following interdisciplinary capstone course:

		Credits
IDIS 485	Gender Studies Capstone Seminar (spring semester)	3

Geographic Information Science

For more information see the Geography and Geosciences Department.

The interdisciplinary minor in geographic information science requires the completion of at least 21 credit hours, of which 15 are not counted for General Education and at least 12 hours are earned at Salisbury University. All courses applicable to the minor must be completed with a C or better. Geography majors are not eligible to earn a minor in geographic information science. Instead they may complete the Geographic Information Science Track within the geography and geoscience major. An Upper-Division Certificate in Geographic Information Science Fundamentals is also offered. For more information contact the Department of Geography and Geosciences.

1. Complete the following 12 credit hours of coursework:

		Credits
COSC 118	Introductory Scientific Programming with Visual Basic	4
or		
COSC 120	Computer Programming	4
GEOG 319	Geographic Information Science	4
GEOG 419	Advanced Geographic Information Science	4

2. Complete six credit hours from the following courses:

		Credits
GEOG 200	Applications in Geographic Information Systems	3
GEOG 320	Cartographic Visualization	3
GEOG 321	Remote Sensing of the Environment	3
GEOG 335	Computer Cartography	3

3. Complete at least three credit hours from the following courses:

		Credits
ART 227	Digital Design and Layout	4
COSC 220	Data Structures and Algorithm Analysis	4
COSC 482	Computer Graphics	3
INFO 211	Information Systems Concepts for Management	3
INFO 386	Database Management Systems	3

Geography

For more information see the Geography and Geosciences Department.

The minor in geography requires at least 18 hours of geography, of which at least 15 hours are not used to satisfy General Education requirements, at least 12 hours are 200-level or higher, at least six hours are at the 300/400 level and at least nine hours are earned at Salisbury University. All courses applicable to the minor must be completed with grades of C or higher.

Students should select courses that complement/supplement their major/interests. Faculty are available for students seeking advice in planning a sequence of courses for the minor.

German

For more information see the Modern Languages and Intercultural Studies Department.

Requirements for a minor in German consist of the following:

1. Complete 18 credit hours from the following courses:

		Credits
GERM 201	Intermediate German I	3
GERM 202	Intermediate German II	3
GERM 310	Intermediate Composition	3
GERM 312	Intermediate Conversation	3
GERM 350	German Short Stories	3
MDFL 246	German Peoples	3

2. Earn grades of C or better in all courses taken for the minor.
3. At least 15 credit hours of the minor must consist of courses not used to satisfy General Education requirements.
4. A maximum of nine credit hours of transfer or placements credit may be applied toward the minor.

Gerontology

For more information see the Sociology Department.

The gerontology minor requires completion of 18 credits, of which 15 credits are not counted as general education and at least nine credits are earned at SU. All courses applicable to the minor must be completed with a grade of C or better.

1. Complete the following core:

		Credits
BIOL 219	Biology of Human Aging	3
PSYC 322	Psychology of Aging	3
SOCI 361	Aging and Society	3

2. Select a minimum of nine credit hours from among the following:

		Credits
ECON 340	Economics of Social Issues	3
PSYC 323	Psychology of Death and Dying	3
SOWK 350	Social Work with Older People	3
SOWK 405	Field Instruction in Social Work I	3
SOWK 407	Field Instruction in Social Work II	3

Individual directed-study courses from various majors may be utilized with the permission of the coordinator of the gerontology minor. Students are encouraged to organize their elective selections to complement their major academic and/or vocational areas of interest. For detailed information, contact the Sociology Department.

Health

For more information see the Health, Physical Education and Human Performance Department.

The health minor requires the completion of at least 18 credits with grades of C or better. At least 15 credits applied toward the minor must be coursework which is not used to satisfy General Education requirements and at least nine hours must be credits earned at the University. Health education majors are not eligible to earn a minor in health.

1. Complete the following courses:

		Credits
HLTH 101	Basic Health	3
HLTH 225	Health Behavior	3
HLTH 335	Organization and Administration of Health and Fitness Programs	3
HLTH 350	Assessment and Evaluation of Health Programs	3

2. Select at least six credit hours from the following:

		Credits
HLTH 217	Nutrition, Health and Human Performance	3
HLTH 310	Stress and Stress Management	3
HLTH 311	Human Sexuality Education	3
HLTH 490	Special Topics in Health	3

History

For more information see the History Department.

The history minor allows students in other fields to gain a broad base in the humanities and social sciences and thus enhance their ability to reach higher levels of achievement in their own professional specialization. Additional information about this minor is available in the department.

The requirements include the following:

1. Complete 18 credit hours of history beyond HIST 101 and 102 (3 credit hours may be applied from eligible courses toward General Education requirement IIB), including:

		Credits
HIST 201	History of the U.S. I	3
HIST 202	History of the U.S. II	3

2. Satisfy six hours at the upper (300/400) level.
3. Earn grades of C or better in all courses taken for the minor.
4. Complete nine credits of the minor at SU.

Information Systems

For more information see the Perdue School advising services coordinator.

The information systems minor is designed to be a desirable complement to a myriad of other majors and to provide students with an opportunity to differentiate themselves in the employment marketplace. The information systems minor is open to any student at SU, except information systems majors. The minor requires 18 credit hours, any of which may be used to fulfill other degree requirements. The information systems minor requires the following course of study.

1. Required courses include:

		Credits
INFO 211	Information Systems Concepts for Management	3
INFO 301	Business Applications Development	3
INFO 385	Data Communications and Networking	3
INFO 386	Database Management Systems	3
INFO XXX	Any 300-/400-level INFO Course	3

2. Complete one course from the following:

		Credits
ACCT 420	Accounting Information Systems	3
COSC 120	Computer Programming	4
FINA 311	Financial Management	3
GEOG 319	Geographic Information Systems	4
MGMT 320	Management and Organizational Behavior	3
MKTG 330	Principles of Marketing Management	3
INFO XXX	Any 300-/400-level INFO Course	3

All courses must be completed with a C or better, and none may be credit only. At least nine credits must be earned at Salisbury University. Course substitutions are not allowed. Students must declare the information systems minor with the director of academic services in the Perdue School.

Interdisciplinary Science

For more information see the Henson School advising services coordinator.

Students complete a core of interdisciplinary science courses taught jointly by faculty from throughout the Henson School of Science and select two additional courses of their choice as described below. At least 15 hours of the work applied toward the minor must consist of courses which are not used to satisfy General Education requirements and at least nine of these hours must be credits earned at the University. Grades of C or better are required in all courses applicable to the minor. Additional information is available from the Henson School advising services coordinator.

1. Complete the following core courses:

		Credits
MATH 115	Introduction to Math Modeling	3
SCIE 110	Integrated Science I	4
SCIE 210	Integrated Science II	4
SCIE 310	Integrated Science III	4

2. Complete a two-semester sequence of courses from among the following: BIOL 210 and either BIOL 211 or BIOL 212 or BIOL 213; CHEM 121 or CHEM 122; GEOG 105 and either GEOL 103 or GEOG 201; PHYS 121 or PHYS 123.

International Studies

For more information see the Political Science Department.

This minor, which consists of the following 25 credit hours, requires that students have knowledge of a language and culture different from that of the United States. At least 15 hours taken to complete the minor must be from courses not used to satisfy General Education requirements, at least nine hours must be taken at SU. At least 12 hours taken to complete the minor must be from courses not used to satisfy major requirements. Grades of C or better are required for all courses in the major.

1. Complete the following 12-credit core:

		Credits
POSC 210	Introduction to International Relations	4
ECON 150	Principles of Economics	3
or		
ECON 212	Macro-Economic Principles (Prerequisite ECON 211)	3
GEOG 101	World Geography: Europe and Asia	3
or		
GEOG 102	World Geography: Africa and Americas	3
SOCI 250	Race Relations in Global Perspective	3
or		
PHIL 209	Philosophy and Culture	4

2. Select 12 credit hours from among the courses not chosen above and from any of the courses that can be used to satisfy the international studies major. Nine of these credits must be taken at the 300/400 level. No more than six hours can be taken in the same discipline.
3. Additionally, students must demonstrate mid-level proficiency in a foreign language by completing a 202-level language course with a grade of C or better or by scoring at 202 level on a placement test.
4. No more than 12 credit hours in the minor can be used to fulfill major requirements.

Marketing Management

For more information see the Perdue School advising coordinator.

Students not majoring in accounting, business administration, finance, management or information systems may minor in marketing management.

This program provides a survey of marketing management education and is excellent preparation for careers in promotion management (advertising and sales), fashion merchandising, retail management, purchasing distribution, public relations, etc., as well as operating a small business. It is *not* recommended as preparation for graduate study in business administration (see business administration minor). At least 15 hours of the work applied toward the minor must consist of courses which are not used to satisfy General Education requirements and at least nine of these hours must be credits earned at the University. Grades of C or better are required in all courses applicable to the minor. The required courses of the minor are:

		Credits
BUAD 103	*Introduction to Business	3
MKTG 330	Principles of Marketing Management	3
ECON 150	**Principles of Economics	3
or		
ECON 211	**Micro-Economic Principles	3
or		
ECON 212	**Macro-Economic Principles	3

* not open to students concurrently enrolled in, or with academic credit for, any 300/400-level BUAD/ACCT/INFO courses (such students are to substitute ACCT 248: Legal Environment)

** ECON 150, 211 or 212 may be used to satisfy General Education IIB requirements

plus any three of the following electives:

		Credits
MGMT 320	Management and Organizational Behavior	3
MKTG 331	Promotion Management	3
MKTG 332	Buyer Behavior	3
MKTG 333	Sales Management	3
MKTG 334	Principles of Retailing	3
MGMT 428	Entrepreneurship	3

Mathematics

For more information see the Mathematics and Computer Science Department.

The minor in mathematics consists of at least 18 semester hours of mathematics, of which 15 are not counted for General Education, 12 are numbered 201 or higher, and at least three are at the 300/400 level. Each course in the minor must be completed with a grade of C or better, and at least nine credits must be earned at Salisbury University.

Music

For more information see the Music Department.

Students must complete a minimum of 24 hours of coursework to complete a minor in music. Of those, 18 hours must consist of courses not used to satisfy General Education requirements, and at least nine hours must be credits earned at SU. Grades of C or better are required in all courses applicable to the minor. The requirements are as follows:

1. Complete six credit hours of core courses:

		Credits
MUSC 201	Introduction to Music Theory	3
or		
MUSC 203	Theory I (determined by Theory Advisory Exam)	3
and		
MUSC 114	Music Appreciation	3

2. Complete three credit hours of music ensembles (MUSA 100, 102, 103, 104, 105, 106, 107 or 131).
3. Complete 15 additional music credit hours, six of which must be 300/400 level (MUSA or MUSC).

Philosophy

For more information see the Philosophy Department.

For a minor in philosophy, a student must complete five courses, with at least two at the 300/400 level. Of these, one course must be taken from the *Classical Core*, one course from the *History of Philosophy* and three courses from *Philosophy Electives*. The University requires that at least 15 hours of the work applied toward the minor must consist of courses that are not used to satisfy General Education requirements and at least nine of those hours must be credits earned at the University. Additionally, minors require grades of C or better in all courses applicable to the minor.

Physics

For more information see the Physics Department.

The physics minor requires the completion of at least 17 credits with grades of C or better. At least 15 credits applied toward the minor must be coursework which is not used to satisfy General Education requirements and at least nine hours must be credits earned at the University.

1. Complete the following courses:

		Credits
PHYS 221	Physics I	4
PHYS 223	Physics II	4
PHYS 309	Mathematical Physics	3

2. Select at least two 300/400 level physics course.

Political Science

For more information see the Political Science Department.

The minor in political science consists of a minimum of five courses with minimum grades of C. POSC 101 or 110 is required and at least two other courses must be upper-division credits. Only one course may apply for General Education requirements and at least two courses must be completed at SU.

Interested students should contact the department chairperson.

Psychology

For more information see the Psychology Department.

The minor in psychology consists of a minimum of the following 18 hours (at least 15 hours must consist of courses not used to satisfy General Education requirements) and nine credits must be completed at SU. All courses in the minor must be completed with grades of C or better:

1. Complete the following core course:

		Credits
PSYC 101	General Psychology	3

2. Select 15 or more hours of which nine must be from the 300/400 level.

Religious Studies

For more information see the Philosophy Department.

This minor offers students the opportunity to study the nature of religion from a variety of scholarly perspectives—anthropology, English, history, philosophy and sociology. At least 15 hours of the work applied toward the minor must consist of courses which are not used to satisfy General Education requirements and at least nine of these hours must be credits earned at the University. Grades of C or better are required in all courses applicable to the minor. Students interested in the minor should contact the Philosophy Department, which coordinates the program.

1.Complete the following core course:

	Credits
IDIS 250 Comparative Religions	3

2. Select a minimum of 15 credit hours from at least three of the following departments:

		Credits
ANTH 215	Primitive Religions	3
ANTH 300	Studies in Anthropology (when the topic deals specifically with religious themes)	3
ENGL 300	Studies in English (when the topic deals specifically with religious themes)	3
ENGL 341	The Bible as Literature	3
ENGL 366	World Mythology	3
ENGL 401	Studies in Film (when the topic deals specifically with religious themes)	3
HIST 210	Introduction to World Religions	3
HIST 215	Topics in History (when the topic deals specifically with religious themes)	3
HIST 375	Topics in American Studies (when the topic deals specifically with religious themes)	3
PHIL 310	Philosophical Topics (when the topic deals specifically with religious themes)	4
PHIL 323	Buddhist Philosophy	4
PHIL 324	Topics in Asian Philosophy (when the topic deals specifically with religious themes)	4
PHIL 325	Philosophy of Religion	4
PHIL 402	The Problem of God	4

Social Studies

For more information see the Education Department.

The social studies minor provides prospective teachers the opportunity to do coursework in a variety of social science disciplines in preparation for applying for the social studies teaching certificate. As certification in social studies is granted by the state, not the University, completion of the minor requirements and the appropriate teacher education courses does not guarantee certification. Contact the Department of Education for further information.

The requirements for the social studies minor consist of 18 semester hours, 15 of which must be beyond the courses used to fulfill the General Education and academic major requirements. All courses in the minor must be completed with a grade of C or better. The courses taken for the minor will be determined by the student's major.

economics: six credits history, six credits human geography, six credits political science

geography: six credits history, six credits economics, six credits political science

history: six credits political science, six credits economics, six credits human geography

political science: six credits history, six credits economics, six credits human geography

elementary education: three credits history, six credits political science, six credits economics, three credits human geography (requires a total of six credits, but may include three in General Education)

Courses may be selected from the following:

		Credits
ECON 211	Micro-Economic Principles	3
ECON 212	Macro-Economic Principles	3
GEOG 100	Introduction to Human Geography	3
GEOG 101	World Regions: Europe and Asia	3
GEOG 102	World Regions: Africa and America	3
GEOG 202	Cultural Geography	3
GEOG 203	Economic Geography	3
GEOG 301	World Regions	3
GEOG 302	Geography of the U.S. and Canada	3
HIST 201	History of the U.S.	3
HIST 202	History of the U.S.	3
POSC 101	Introduction to Politics and Government	4
POSC 110	American National Government	4
POSC 202	State and Local Government in the U.S.	4
POSC 210	Introduction to International Relations	4
POSC 311	Comparative Governments of Developing Nations	4

Social studies minor students with a social science major other than history may take the secondary education track courses, including student teaching. These students must meet the same entrance requirements, as well as complete all program requirements, as those admitted to approved programs.

Sociology

For more information see the Sociology Department.

Students must complete a minimum of 18 hours in sociology, at least nine of which must be at the 300/400 level, with grades of C or better in each course. At least 15 hours of work in the minor must be in courses not applied toward General Education requirements and at least nine of the credits must be completed at SU.

Spanish

For more information see the Modern Languages and Intercultural Studies Department.

Requirements for a minor in Spanish consist of the following:

1. Complete at least 18 credit hours in courses taught in the language above the elementary level (101-102), including SPAN 310 or 313 (SPAN 330 cannot be used to complete this requirement).
2. Complete one of the civilization courses (SPAN 315 or 316) and one of the survey of literature courses (SPAN 335 or 336)
3. Earn grades of C or better in all courses applicable to the minor.
4. At least 15 hours applied toward the minor must consist of courses not used to satisfy General Education requirements.
5. A maximum of nine credit hours of transfer and placement credit may be applied toward the minor.

Statistics

For more information see the Mathematics and Computer Science Department.

The minor in statistics consists of at least 18 credits and requires completion of the following courses with a grade of C or better.

1. An introductory statistics course:

		Credits
MATH 213*	Statistical Thinking	3
MATH 214*	Statistics Laboratory	1
or		
MATH 155	Modern Statistics with Computer Analysis	3

*Students taking MATH 213 must register for MATH 214 concurrently.

2. A calculus course:

MATH 201	Calculus I	4
or		
MATH 160	Applied Calculus	3

3. At least four approved courses from the following: MATH 313, MATH 314, MATH 380*, MATH 390* or MATH 495*, MATH 413, MATH 414, MATH 493, or any statistics or research course approved by the chair of the Department of Mathematics and Computer Science.

In addition, at least 15 credit hours of the minor must consist of courses not used to satisfy General Education requirements, and at least nine hours must be taken at Salisbury University.

* At most one course from MATH 380, MATH 390 and MATH 495 may be used toward the minor.

Theatre

For more information see the Communication and Theatre Arts Department.

Students must complete a minimum of 21 credits including 6 credits of core courses and 15 credits of electives. Nine credits must be at the upper (300-400) level. All work must be completed with a grade of C or better. At least 15 hours of the minor must consist of courses not used to satisfy General Education Requirements and at least nine hours must be credits earned at the University.

1. Complete the following core:

		Credits
THEA 121	Technical Production	4
THEA 220	History of Theatre	3

2. Choose six credits from the following:

		Credits
THEA 122	Movement and Performance	3
THEA 125	Theatre Practicum	1-2
THEA 201	Elements of Voice and Diction	3
THEA 223	Makeup for Stage and Television	3
THEA 224	Acting	3

3. Choose nine credits from the following:

		Credits
THEA 319	Advanced Theatre History	3
THEA 320	Environmental Themes in Theatre	3
THEA 321	Advanced Technical Production	3
THEA 323	Costume Design	3
THEA 324	Directing	3
THEA 325	Oral Interpretation	3
THEA 326	Actor's Workshop	3

THEA 327	Reader's Theatre	3
THEA 328	Scene Design for Theatre and Television	3
THEA 329	Media Lighting	3
THEA 392	Special Topics in Theatre	3
THEA 424	Playwriting	3
THEA 456	Children's Theatre	3
THEA 490	Theatre Seminar	3
THEA 492	Independent Study	1-3
THEA 495	Internship in Theatre	3

Transfusion Services/Blood Bank

For more information see the Clinical Laboratory Science/Medical Technology Program in the Health Sciences Department.

Students must complete 20 hours with grades of C or better. At least 15 hours of work applied toward the minor must consist of courses which are not used to satisfy General Education requirements. At least nine of these hours must be credits earned at the University.

Complete the following courses:

		Credits
MDTC 101	Safety in the Biological, Chemical and Clinical Lab	1
MDTC 201	Medical Physiology *	4
MDTC 300	Principles of Clinical Laboratory Science	4
MDTC 301	Hematology I	4
MDTC 331	Diagnostic Immunology	4
MDTC 431	Introduction to Transfusion Services	3

*Note: BIOL 215 and 216 (Anatomy and Physiology I and II) may be substituted for MDTC 201.

SU/UMES MINORS

Salisbury University and the University of Maryland Eastern Shore (UMES) have a cooperative agreement through which students earn minors at either institution. Students should consult with the Provost's Office for the names of department chairs who administer these minors:

Agribusiness (18 credits)
Animal and Poultry Science (18 credits)
Construction Management (24 credits)
Construction Management: Technical (24 credits)
Fashion Merchandising (18 credits)
Food and Beverage Management (18 credits)
Hotel Administration (18 credits)
Plant/Soil Science (18 credits)
Technology Education Teaching Certificate (36 credits)
Technology Education with a Technical Application for Industry (24 credits)

Charles R. and Martha N. Fulton

Fulton School of Liberal Arts

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Naomi R. Nash, Advising Services Coordinator
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Majors & Minors

Bachelor of Arts
- Art
- Communication Arts
- Conflict Analysis and Dispute Resolution
- English
- ESOL/K-12 Certification (English to Speakers of Other Languages)
- Environmental Issues
- French
- History
- Interdisciplinary Studies
- International Studies
- Music
- Philosophy
- Political Science
- Psychology
- Sociology
- Spanish
- Theatre

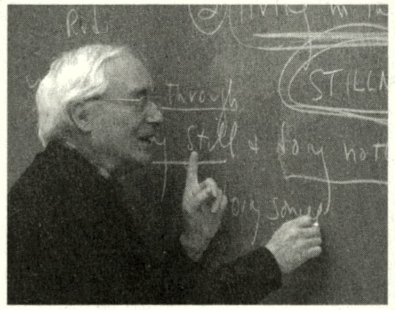
Bachelor of Fine Arts
- Art

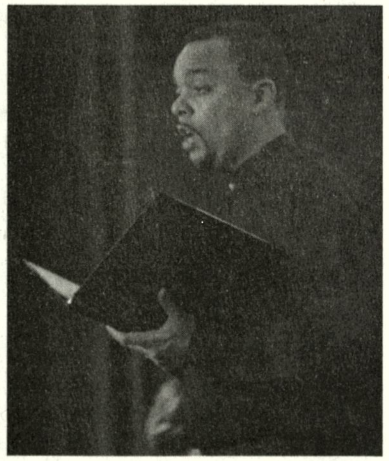
Bachelor of Science
- Interdisciplinary Studies

Minors
- American Studies
- Anthropology
- Art
- Business and Professional Writing
- Conflict Resolution and Peace Studies
- Communication Arts
- Comparative Literature
- Creative Arts
- Dance
- English
- ESOL (English to Speakers of Other Languages)
- Environmental Issues
- Ethnic and Intercultural Studies
- French
- Gender Studies
- German
- Gerontology
- History
- International Studies
- Music
- Philosophy
- Planning
- Political Science
- Psychology
- Religious Studies
- Social Studies
- Sociology
- Spanish
- Theatre

Master of Arts
- English
- History

Post-Baccalaureate Certificate in TESOL





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School Information

The Fulton School of Liberal Arts, endowed and named in 1989 by Charles R. and Martha N. Fulton of Snow Hill, MD, offers disciplinary programs leading to careers within and built upon the fine arts, humanities and social sciences. The Fultons intended their gift to enhance the economic, educational and cultural resources of the Eastern Shore and its future generations.

Charles Fulton, who grew up on a farm in Kenton, OH, was working in the poultry industry when he met his future wife, Martha Nock, at the 1939 World Poultry Congress in Cleveland. A veteran of World War II, Charles Fulton was for more than half a century involved in Eastern Shore agriculture. In 1965 three of his companies merged with Holly Farms; in 1989 Holly Farms was purchased by Tyson Foods. Charles Fulton served on the board of directors of Holly Farms and First Maryland Bancorp, the second largest bank in Maryland.

Martha Nock attended what was then the State Teachers College in Salisbury in 1937-38, and was a classmate of Franklin P. Perdue. The Nock family was noted for its philanthropic role in the religious and civic life of the community.

In 1992 the Fultons built the Snow Hill (MD) Christian Nursery School; in 1998, with Richard Henson, they gave $1.4 million to build the YMCA in Pocomoke, MD. In 1998 Charles Fulton received an honorary Doctor of Humane Letters from Salisbury University.

Thomas Jefferson emphasized that a public university shapes both individuals and society. One task is to "form [students] to habits of reflection and correct action, rendering them examples of virtue to others, and of happiness within themselves." A second task is "to form the statesmen, legislators and judges, on whom public prosperity and individual happiness are so much to depend." A liberal arts education is the foundation, then, not merely of a good and well-ordered life, but of a just, well-governed society. The Fulton School is, thus, committed to preparing ethical, culturally literate citizens who will lead their communities and nation in the years ahead.

The Fulton School encompasses departments ranging from the humanities (English, History, Modern Foreign Languages, Philosophy) to the social sciences (Political Science, Sociology) to the visual and performing arts (Art, Music). Fulton also includes the departments of Psychology and Communication and Theatre Arts that are themselves as diverse and interdisciplinary as the school itself. More than 90 percent of Fulton's tenure-line faculty hold the terminal degree in their discipline.

The Fulton School values small classes and close interaction between faculty and students. Course offerings encourage students to write and speak clearly and persuasively, to understand and value other cultures in an increasingly global society, to think critically and analytically and to pursue truth wherever the quest leads, to draw on the knowledge and perspectives of the full range of liberal arts and sciences in order to become well-rounded scholars, and to develop sound judgment, strong character and a commitment to civic engagement.

The Fulton School encourages students to pursue independent research under faculty guidance. Fulton students make presentations at the National Conference on Undergraduate Research. Fulton students can take advantage of various learning opportunities outside the classroom; these include community-based internships, participation in theatrical and musical performances and artistic exhibitions, and involvement in departmental clubs.

Fulton faculty endeavors include *Literature/Film Quarterly*, an international academic journal; the Nabb Research Center for Delmarva History and Culture, specializing in local and regional history; a bi-annual conference on American Women Writers of Color; the Maryland Summer Center for the Arts for talented and gifted middle and high school students; the Institute for Public Affairs and Civic Engagement, which promotes faculty and student research and discussion of public policy questions and sponsors student internships in state and local government; and the Center for Conflict Resolution, which does research on interpersonal and global conflict and provides training and services in mediation and conflict resolution. The Bobbi Biron Theatre and the Salisbury Symphony Orchestra are also affiliated with the Fulton School.

In addition to discipline-based programs of study, the Fulton School provides interdisciplinary programming through a range of innovative curricula demonstrating how intellectual curiosity crosses boundaries between disciplines and unique programs that enable students to adapt the rich heritage of liberal arts to current and individual needs. Interdepartmental programs and minors such as American studies, environmental studies, international studies, religious studies, gerontology, comparative literature, conflict resolution/peace studies and women's studies/gender studies give students opportunities to consider issues from an interdisciplinary perspective.

Career-related tracks, such as journalism and graphic design, as well as supervised community-service internships with museums, government agencies and other organizations, enable students to apply a liberal education to actual practice. Students who do not find an existing course of study that meets their interests and needs may, with the help of faculty, design individualized interdisciplinary studies programs. Most departments offer opportunities for international study. The Fulton School sponsors programs in Ecuador, Spain, France and Germany and is affiliated with the American Institute for Foreign Study, which offers study abroad programs at universities in Australia, Austria, England, France, Germany, Japan, Mexico, Russia and Spain.

In addition to participating in the National Conference on Undergraduate Research, the Fulton School participates in SU's annual undergraduate research day to showcase the broad range of student learning, original research and artistic development.

Scholarships and awards in the school include the following:

Fulton Scholarships
Art Assistantship Student Award
Art Department Alumni Recognition Award
Art Department Meritorious Award
Art Department Scholarships
Nettie C. Bentley Scholarship in Music
Gerald and Bette Jane Patt Scholarship
  in Communication Arts
Thelma B. Robertson Scholarship in the Liberal Arts
Walter C. Thurston Memorial Award in Photography
Robert A. Elderdice Award in Literature
Joanne Grant Scholarship in Theatre
Justin Y. Shen Memorial Award
Leland Starnes Memorial Award
Duane C. Nichols Memorial Scholarship in English
History Department Scholastic Award
Outstanding Foreign Language Student Award
Music Department Award
Philosophy Department Outstanding Student Award
Psychology Department Award
Wilcomb E. Washburn Student Prize in History
Delmarva History Prize

THE SCHOOL'S NEW "ENHANCED" CURRICULUM

Fall 2007 opens a new era in the curriculum of the Fulton School of Liberal Arts, as the school begins to move from a three-credit course model to a four-credit course model. The purpose of this change is to provide students with an enhanced, more rigorous, more focused and deeper learning experience in Fulton courses, including General Education, majors and minors. Accomplishing this requires redesigning the curricula of all Fulton programs. It also requires converting most of the school's existing three-credit courses into four-credit courses via the incorporation of one or more "enhancements" that both raise the credit value and the performance expectations associated with the courses in question.

Enhancements selected from seven areas are either added to or woven into existing three-credit courses that become four-credit courses in Fulton's new curriculum. A detailed menu of potential course enhancements is found in Appendix F. Fulton courses that feature these enhancements are identified in this catalog by the inclusion of the phrase "Three hours per week with enhancement" in their description.

The new Fulton curriculum begins in fall 2007 in three programs—art, philosophy and political science—and will be implemented in other Fulton programs in fall 2008. Beginning in 2007-2008 students who have initiated majors or minors in art, philosophy and political science under previous catalogs will be advised and aided by chairs and advisors in a smooth transition from the old version of the program to the new version. The other Fulton programs will provide the same help with transition to their majors and minors as soon as they are implemented.

Departments

ART

Majors: Art (B.A./B.F.A.)
Minor: Art
(See "Undergraduate Minors" section for details.)

Chair
Professor James Hill, Ed.D., C.T.A.
Professor
Paul Flexner; M.F.A.; Pennsylvania State University
Associate Professors
Marie Cavallaro, M.A.; East Tennessee State University
Ursula Ehrhardt, M.A.; Michigan State University
Jinchul Kim, M.F.A.; School of Visual Art
Dean Peterson, M.F.A.; Eastern Michigan University
William Rogers, M.F.A.; Maryland Institute, College of Art
Assistant Professors
Edward Brown, M.F.A.; Cranbrook Academy of Art
Alison Chism, M.F.A.; Ohio State University

Lecturers
Gary Brotman, M.F.A.; Indiana University
Carl Goldhagen, M.F.A.; University of Maryland College Park
Sally Molenda, M.F.A.; George Washington University
Pamela Olszewski, M.F.A.; University of Maryland College Park
Nicole Schneider, M.F.A.; University of Wisconsin Madison

The Department of Art offers programs leading to the Bachelor of Arts and the Bachelor of Fine Arts in art. Students enjoy wide-ranging instruction in fine arts, graphic design and art history, receiving the technical skill, critical perspective and historical background to pursue careers in art and arts-related fields as well as graduate study in art.

The visual arts provide a means for educating the mind to focus on nonverbal comprehension, sensate-based awareness and personal feelings that are imbued with meaning, but not easily articulated. The visual arts are a manifestation of the creative mind, influencing and influenced by prevailing social issues and reflecting the energy of contemporary society. They provide the student with opportunities to apprehend the nature of creativity by mastering a particular medium.The Art Department's role as an SU department is to guide students through a wide range of creative possibilities open to exploration. The department's mission is to assist students in developing clarity and strength in their artwork and to give energy and expression to their insights, unifying talent and discipline with ideas, feelings and perceptions.

The art curriculum is enhanced by various exhibitions and related programs sponsored by the Salisbury University Galleries, and a show featuring works by graduating artists is held each spring. B.F.A. students must have an exhibition of their work either on campus or at off-campus venues. The department has an "open studio" policy, allowing students access to specially equipped facilities even when class is not in session to complete assignments and pursue independent work.

COMMUNICATION AND THEATRE ARTS

Majors: Communication Arts, Theatre Arts
Minors: Communication Arts, Dance, Theatre
(See "Undergraduate Minors" section for details.)

Chair
Associate Professor Darrell G. Mullins, Ph.D.; Bowling Green State University
Professor
Victoria V. Hutchinson, Ed.D.; Temple University
T. Paul Pfeiffer, Ph.D.; Union Institute (theatre director)
Associate Professors
Cynthia A. Cooper, Ph.D.; University of Tennessee Knoxville
Christine Egan, Ph.D.; Florida State University
Frances L. Kendall, Ph.D.; University of Missouri
Jody D. Morrison, Ph.D.; Temple University
Gerald Patt Jr., M.F.A.; Southern Illinois University
Andrew Sharma, Ph.D.; Syracuse University
Haven Simmons, Ph.D.; University of Iowa
Robert Smith, M.F.A.; California Institute of the Arts
Assistant Professors
Scott Britten, Ph.D.; University of Illinois
James Carstens, Ph.D.; University of North Carolina, Chapel Hill
Lori Dewitt, Ph.D.; North Dakota State University
Bryan Horikami, Ph.D.; Pennsylvania State University
Dennis Leoutsakas, Ph.D.; University of South Florida, Tampa
Michael D. Moeder, Ph.D.; University of Missouri
Darrell Newton, Ph.D.; University of Wisconsin-Madison
John-James Rutuelo, M.F.A.; Pennsylvania State University
Paul E. Scovell, M.S.; Murray State University

Lecturers
Thomas Anderson, M.F.A.; Wayne State University
R. Andrew Heller, M.F.A.; University of Mississippi
Melany Trenary, M.A.; East Carolina University

The Department of Communication and Theatre Arts offers programs leading to the Bachelor of Arts in communication or theatre arts, fostering students' abilities to think reasonably and communicate intelligently, creatively and responsibly. The department integrates diverse approaches, reflecting broad curricular scope and communication competence and knowledge. Through its dance, theatrical, radio and television productions, writing, sponsorship of forums and internships, the Department of Communication and Theatre Arts enriches the quality of community life.

ENGLISH

Major: English, ESOL/K-12 Certification
Minor: English, English to Speakers of Other Languages (ESOL), Business and Professional Writing
(See "Undergraduate Minors" section for details.)
Graduate: M.A. English

Chair
Associate Professor Elizabeth H. Curtin, D.A.; Carnegie-Mellon University
Professors
Ronald L. Dotterer, Ph.D.; Columbia University
Darrell G. Hagar, Ph.D.; Texas Christian University
Gary M. Harrington, Ph.D.; University of Toronto
Connie L. Richards, Ph.D.; Kansas State University
Michael Waters, Ph.D.; Ohio University
John P. Wenke, Ph.D.; University of Connecticut
Associate Professors
John D. Kalb, Ph.D.; Michigan State University
Thomas Moriarty, Ph.D.; Purdue University
Lucy Morrison, Ph.D.; University of South Carolina
Anjali Pandey, Ph.D.; University of Illinois at Urbana-Champaign
Judith E. Pike, Ph.D.; University of California Irvine
Joaquin Vilá, Ph.D; Michigan State University
Assistant Professors
Adam Barrows, Ph.D.; University of Minnesota
David Johnson, Ph.D.; University of Florida
James S. King, Ph.D.; City University of New York
T. Ross Leasure, Ph.D.; Cornell University
Loren L. Marquez, Ph.D.; Texas Christian University
Kelli V. Randall, Ph.D.; Emory University
Christopher Vilmar, Ph.D.; Emory University
Elsie Walker, Ph.D.; University of Sheffield, U.K.
Adam H. Wood, Ph.D., Georgia State University
Lecturers
Arnold Melczarek, Ph.D.; University of Florida
Nicole Munday, M.A.; Salisbury University
Tonya Price, M.A.; Salisbury University
Karen Rayne, M.A.; Salisbury University
Gail Samis, M.A.; Salisbury University
Vicki Willey, M.A.; Salisbury University

The Department of English offers programs leading to the Bachelor of Arts in English, enhancing written communication skills, sharpening critical thinking skills, broadening knowledge of the power of language, refining understanding of literature as art and cultivating knowledge in the critical approaches used to analyze literature.

The English concentrations/tracks prepare students for careers and graduate study in such fields as law, copyediting, professional reviewing, technical and grant writing, research, communications, and teaching. The department's teacher certification program prepares students for teaching English in secondary schools. Students who complete this program are certified to teach English in the state of Maryland and those states that have reciprocity agreements with Maryland.

HISTORY

Major: Environmental Issues, History
Minor: American Studies, Anthropology, Gender Studies, History
(See "Undergraduate Minors" section for details.)
Graduate: M.A. History

Chair
Professor Maarten L. Pereboom, Ph.D.; Yale University
Professors
Robert A. Berry, Ph.D.; Indiana University
Gregory C. Ference, Ph.D.; Indiana University
Timothy S. Miller, Ph.D.; The Catholic University of America
Clara L. Small, Ph.D.; University of Delaware
G. Ray Thompson, Ph.D.; University of Kansas
Associate Professors
Wayne Ackerson, Ph.D.; Temple University
Richard Bowler, Ph.D.; University of California Los Angeles
Dean Kotlowski, Ph.D.; Indiana University
Michael Lewis, Ph.D.; University of Iowa
Melanie Perreault, Ph.D.; The College of William and Mary
Elizabeth Ragan, Ph.D.; University of Pennsylvania
Bart R. Talbert, Ph.D.; University of Alabama
Kristen Walton, Ph.D.; University of Wisconsin, Madison
Donald M. Whaley, M.A.; Princeton University
Jeanne E. Whitney, Ph.D.; University of Delaware
Assistant Professors
Sarah Case, Ph.D.; University of California Santa Barbara
Creston Long, Ph.D.; The College of William and Mary
Emily F. Story, Ph.D.; Vanderbilt University
Visiting Assistant Professor
Jay Carlander, Ph.D.; University of California Santa Barbara
Lecturers
Kevin E. Birch, M.A.; Washington College
Dean J. Fafoutis, M.A.; University of Arizona
Margaret Fisk Genvert, M.A.; Salisbury University
George W. Gering Jr., M.A.; Salisbury University
Claudia Hannon, M.A.; Salisbury University

The Department of History offers a program leading to the Bachelor of Arts in history. The department's objective is to develop a habit of inquiry enhancing students' abilities to think critically and analytically, speak effectively and write coherently.

The history major examines times and cultures other than our own while fostering a sense of the interconnectedness of our world. Furthermore, it offers a perspective of the issues of our lives and times and their significance in a personal, ethical, global and multicultural framework. Finally, the discipline provides a foundation upon which we can build and strengthen those qualities which make us human.

The history curriculum is excellent preparation for careers that cross disciplinary lines and graduate programs such as history, law, library science, museology and international affairs. History graduates may teach as well as work in local, state and federal government, tourism, publications, advertising, insurance, consulting and numerous areas of business.

The History Department further administers the anthropology track in interdisciplinary studies. See the Interdisciplinary Studies section of this school for details.

The History Department also offers a master's degree in history, with a concentration in Chesapeake and local colonial history.

MODERN LANGUAGES AND INTERCULTURAL STUDIES

Major: French, Spanish
Minor: French, German, Spanish
(See "Undergraduate Minors" section for details.)

Chair
Assistant Professor Louise A. Detwiler, Ph.D.; Indiana University
Professor
Keith H. Brower, Ph.D.; Pennsylvania State University
Associate Professors
Brian N. Stiegler, Ph.D.; Pennsylvania State University
Arlene F. White, Ed.D.; University of Maryland College Park
Assistant Professors
Claire F. Kew, Ph.D.; Johns Hopkins University
Corinne Pubill, Ph.D.; University of California - Davis
Maria Luz Valdez, Ph.D.; University of Pittsburgh
Lecturers
Carolina Bown, M.A.; Salisbury University
Klaudia Thompson, M.A.; University of Kansas

The Department of Modern Languages and Intercultural Studies offers the Bachelor of Arts in French and Spanish as well as minors in French, Spanish and German. Course offerings also include Russian, Latin (through intercultural studies) and various intercultural/literature in translation topics. The department's mission is to foster students' abilities to think critically and to communicate intelligently and creatively in their native as well as in a foreign language. It promotes the study of language and culture to provide a sense of perspective and a better understanding of the world at large today.

Many foreign language majors prepare for a career in education, but the ability to speak in a second language is beneficial in any career emphasizing the global nature of our world, such as international business, media, journalism, government, social work, tourism and others. The major also prepares students for graduate work in literature and area and international studies.

The department offers courses in intercultural studies which are taught in English and satisfy General Education IB requirements. They offer students the experience of a direct encounter with or a close-up exposure to a culture other than their own. Through these courses, students are able to view their own cultural values in a more universal context:

		Credits
MDFL 241	The French People	3
MDFL 245	The German People	3
MDFL 246	The Russian People	3
MDFL 248	Studies in Contemporary Cultures	3

The department also offers several literature courses taught in English which satisfy General Education IA requirements. Through these courses, students are able to view another culture as it is reflected through its literature and will come to appreciate the humanistic value of literature:

		Credits
FREN 305	Short Fiction in Translation	3
FREN 350	Sensuality in French Literature from 1000 to 1700	3
FREN 351	Literature of Protest	3
GERM 350	German Short Stories	3
MDFL 300	Studies in French Literature in Translation	3
MDFL 302	Comparative Literature	3
SPAN 330	Topics in Hispanic Literature in Translation	3

MUSIC

Major: Music
Minor: Music
(See "Undergraduate Minors" section for details.)

Chair
Professor Linda Cockey, D.M.A.; The Catholic University of America
Assistant Professors
Danielle Cumming, D.M.A.; McGill University
William Folger, D.M.A.; University of North Carolina - Greensboro
Jackie Lew, Ph.D.; University of Washington, Seattle
Jeffrey Schoyen, D.M.A.; State University of New York at Stony Brook
Jerry Tabor, D.M.A.; University of Maryland College Park
Lecturers
Derek Bowden, M.A.; University of Delaware
Lawrence Knier, M.M.; Arcadia University
Instructor
John Wesley Wright, M.M.; University of Cincinnati

The Department of Music offers a program leading to the Bachelor of Arts in music that enables students to grow as musicians while availing themselves of the opportunities offered by a broad-based liberal arts curriculum. The department accommodates students seeking an understanding of music within a humanistic context, as well as students seeking to become professional musicians and music teachers.

Within the Bachelor of Arts in music degree program, students may pursue a variety of tracks in performance, liberal arts or teacher certification. Students who complete the teacher certification program are certified to teach music in the state of Maryland and those states that have reciprocity agreements with Maryland. While all tracks are constructed to enable students to pursue graduate study in music, the immediate goals of each track differ according to the varied needs of the student population they serve.

The music program is accredited by the National Association of Schools of Music.

PHILOSOPHY

Major: Philosophy
Minor: Philosophy
(See "Undergraduate Minors" section for details.)

Chair
Associate Professor Grace A. Clement, Ph.D.; Northwestern University
Professors
James Hatley, Ph.D.; State University of New York at Stony Brook
Francis I. Kane, Ph.D.; Georgetown University
Jerome A. Miller, Ph.D.; Georgetown University
Associate Professor
Richard England, Ph.D.; University of Toronto
Assistant Professors
Joerg Tuske, Ph.D.; Cambridge University

The Department of Philosophy offers a program leading to the Bachelor of Arts in philosophy that develops students' abilities to think critically, examine fundamental questions about the nature of the self and the world, and thus to establish a foundation for intelligent action in the world. Students are exposed to a variety of philosophical perspectives and asked to philosophize. Because philosophy teaches clear, coherent and creative thinking, it can be of service in almost any field, particularly law, medicine, government, education, computers, publishing and business. The department also prepares students for graduate study in law, theology, social work and philosophy.

POLITICAL SCIENCE

Majors: International Studies, Political Science
Minors: International Studies, Political Science
(See "Undergraduate Minors" section for details.)

Chair
Professor Michael O'Loughlin, Ph.D.; Ohio State University
Professors
Harry Basehart, Ph.D.; Ohio State University
Gregory Cashman, Ph.D.; University of Denver
Associate Professor
Leonard C. Robinson, Ph.D.; University of Utah
Assistant Professor
Roberta Adams, Ph.D.; University of Pennsylvania
Taehyun Nam, Ph.D.; University of Kansas

The Department of Political Science offers a program leading to the Bachelor of Arts in political science, which furthers the understanding of political processes and structures at the local, state, national and international levels. Central concerns include the relationship between governmental leaders and citizens, the relationships between nations and the effect on politics of economic, social and cultural forces.

The study of political science is a basis for citizens' responsible political participation and critical thinking, particularly in analyzing public policies. Internship and international field study courses provide hands-on experiences in the real political world.

Political science prepares students for law school and graduate programs in political science, international studies, public administration and policy sciences. Careers for political science majors include government service (local, state or federal level), law, law enforcement, journalism, political campaign management, the military, intelligence agencies and lobbying.

PSYCHOLOGY

Major: Psychology
Minor: Psychology
(See "Undergraduate Minors" section for details.)

Chair
Professor Natalie W. Hopson, Ph.D.; Case Western Reserve University
Professors
Natalia Hoenigmann-Lion, Ph.D.; University of North Carolina at Greensboro
George I. Whitehead III, Ph.D.; University of Massachusetts
Associate Professors
J. Craig Clarke, Ph.D.; Lehigh University
Marta Losonczy-Marshall, Ph.D.; George Washington University
Jason McCartney, Ph.D.; Virginia Polytechnic Institute and State University
Suzanne Osman, Ph.D., Syracuse University
Assistant Professors
Cecilia Accocella, Ph.D.; Northeastern University
Laurence Becker, Ph.D.; Johns Hopkins University
Charisse Chappell, Ph.D.; University of Houston
Lance Garmon, Ph.D.; The Ohio State University
Karl J. Maier, Ph.D.; University of Maryland Baltimore County
Michèle M. Schlehofer, Ph.D.; Claremont Graduate University
I. Eugene White, Ph.D.; University of Maryland College Park
Alfred A. Witkofsky, Ph.D.; Northeastern University

The Department of Psychology offers a program leading to a Bachelors of Arts in psychology, providing the knowledge and skills necessary to pursue study in psychology beyond the B.A., or to obtain employment in liberal arts or human services fields. Further, the department serves non-majors fulfilling General Education, minor or other program requirements.

The Department of Psychology encourages a broad-based liberal arts background for all majors. The psychology curriculum focuses on the scientific method and its use in psychological research; examines research literature in areas such as developmental, physiological and social psychology; and helps students communicate psychological information effectively.

SOCIOLOGY

Majors: Conflict Analysis and Dispute Resolution, Sociology
Minors: Conflict Resolution and Peace Studies, Ethnic and Intercultural Studies, Gerontology, Sociology
(See "Undergraduate Minors" section for details.)

Chair
Assistant Professor Diane S. Illig, Ph.D.; University of Maryland College Park
Associate Professors
Charles E. Cipolla, Ph.D.; University of Georgia
Timothy J. Dunn, Ph.D.; University of Texas at Austin
Shawn McEntee, Ph.D.; Ohio State University
Brian D.D. Polkinghorn, Ph.D.; Syracuse University
Assistant Professors
Rachel M. Goldberg, Ph.D.; George Mason University
Kwaku Nuamah, M.A.; Johns Hopkins University
Allan Pappas Jr., Ph.D.; Louisiana State University

The Department of Sociology offers a program leading to a Bachelor of Arts in sociology, which generates interest in how the experiences and behavior of individuals are shaped by social forces. Students gain understanding of the social world they live in and learn to deal with people and organizations in their everyday lives.

Sociology is a valuable preparation for careers in a wide variety of fields including social research, criminology, demography, social psychology, public administration, gerontology, education, rehabilitation, social work and market research. It provides a useful background for law, business, medicine, community planning and politics.

Sociology prepares students for most graduate programs in the liberal arts and social sciences. Through its strong emphasis in the core areas of theory and social research, the curriculum particularly enables students to successfully study sociology beyond the B.A.

▸ Departmental Honors Program

Sociology majors of outstanding ability may achieve recognition through the departmental honors program. To be considered for departmental honors, students should apply to the department chair, or be recommended to the chair by a member of the faculty, no later than the start of their senior year. The faculty will admit qualified students to SOCI 495: Independent Study for Department Honors considering each student and his/her proposal for the independent study. Students are awarded honors upon their completion of the independent study with a grade of B or better and their completion of the major coursework with a minimum 3.5 average.

Undergraduate Majors

ART

Department of Art

Dr. James Hill, Chair
410-543-6270

BACHELOR OF ARTS IN ART

Students must complete 52 credit hours in art, at least 20 of which must be at the 300/400 level. Of these 52 hours, 36 hours are required core courses, and 16 hours must be taken in one of the following approved tracks: graphic design/visual communications, two-dimensional studio, three-dimensional studio or art history. Note that students in the three-dimensional studio tracks have somewhat different core requirements, as listed below.

All art courses must be completed with a C or better. ART 201 must be used to meet General Education Group IB requirements. Additionally, students must take at least 20 hours of their free electives outside the Art Department (one course must be upper division), including six to eight hours of a foreign language. Students may provide evidence of proficiency to satisfy the language requirement.

The requirements for the B.A. in art are as follows:

1. Complete nine core art courses:

		Credits
ART 121	Design Principles	4
ART 129	Introduction to Digital Photography	4
or		
ART 229	Photography I	4
ART 130	Drawing I	4
ART 215	Ceramics I	4
or		
ART 271	Glass I	4
ART 226*	Graphic Design I	4
or		
ART 227*	Digital Design and Layout	4
ART 246**	Painting I	4
or		
ART 261**	Sculpture	4
ART XXX	Art History Elective	4
ART XXX	Art History Elective	4
ART 498	Senior Seminar	4

* Students with a track in graphic design/visual communications should take ART 226; all others should take ART 227.

** Students in the three-dimensional studio track must take ART 261. Students in the two-dimensional studio track must take ART 246.

2. Select 16 credits in one of the tracks listed below, excluding core courses.

Graphic Design/Visual Communication B.A. Track

		Credits
ART 312	World Wide Web Design	4
ART 313	Interactive Animation	4
ART 326	Graphic Design II	4
ART 328	Illustration	4
ART 329	Photography II	4
ART 355	Digital Imaging	4
ART 359	Advanced Digital Photography	4
ART 390	Advanced Study	1-3
ART 395	Special Topics in Art	4
ART 420	Photography II	4-8
ART 426	Graphic Design III	4
ART 429	Advanced Photography	4
ART 490	Independent Study	1-3
ART 491	Internship	1-4
ART 495	Agency	4

Two-Dimensional Studio B.A. Track

		Credits
ART 330	Drawing III	4
ART 340	Painting II	4
ART 350	Printmaking: Lithography	4
ART 351	Printmaking: Etching	4
ART 352	Printmaking: Silkscreen	4
ART 353	Printmaking: Relief	4
ART 390	Advanced Study	1-3
ART 395	Special Topics in Art	4
ART 430	Drawing IV	4
ART 431	Advanced Drawing	4-8
ART 441	Painting IV	4
ART 442	Advanced Painting	4-8
ART 490	Independent Study	1-3

Art History B.A. Track

		Credits
ART 208	History of Baroque and Rococo	4
ART 300	Modern Art to 1945	4
ART 301	Northern Renaissance Art	4
ART 302	American Art: Colonial to 1900	4
ART 303	American Art: 20th Century	4
ART 305	Art Since 1945	4
ART 306	History of Greek and Roman Art	4
ART 310	Italian Renaissance Art	4
ART 335	Women in Art	4
ART 390	Advanced Study	1-3
ART 391	Special Topics in Art History	4
ART 399	International Field Study	4
ART 490	Independent Study	1-3

Three-Dimensional Studio B.A. Track

		Credits
ART 215	Ceramics I	4
ART 219	Design in Fiber Crafts	4
ART 261	Sculpture	4
ART 265	Wood Sculpture	4
ART 271	Glass I	4
ART 315	Ceramics II	4
ART 318	Book Arts	4
ART 361	Sculpture II	4
ART 371	Glass II	4
ART 390	Advanced Study	1-3
ART 395	Special Topics in Art	4
ART 415	Ceramics III	4
ART 416	Advanced Ceramics	4-8
ART 461	Advanced Sculpture	4
ART 471	Advanced Glass	4-8
ART 490	Independent Study	1-3

BACHELOR OF FINE ARTS IN ART

Students must complete 78 hours in art, at least 16 of which must be at the 300/400 level, with minimum grades of C. They additionally select an approved track, complete special assignments and periodically submit a portfolio for review. ART 201 must be used to meet General Education Group 1B requirements. The major requirements are as follows:

1. Required General Education course ART 201.

2. Complete 11 core art courses:

		Credits
ART 121	Design Principles	4
ART 129*	Introduction to Digital Photography	4
or		
ART 229*	Photography I	4
ART 130	Drawing I	4
ART 215	Ceramics	4
or		
ART 271	Glass I	4

ART 226	Graphic Design I	4
or		
ART 227	Digital Design and Layout	4
ART 230	Drawing II	4
or		
ART 35X	Printmaking area (350, 351, 352 or 353)	4
ART 246	Painting I	4
ART 261	Sculpture I	4
ART XXX	Art History Elective	4
ART XXX	Art History Elective	4
ART 498	Senior Seminar	4

* Students with a track in photography must take ART 229; all others may take ART 129 or 229.

3. Select art electives (not track courses) to reach a total of 78 credits in the art program.
4. Select a minimum of 16 credits in a B.F.A. track, excluding any core courses. Program guides for specific course selection are available from the art department. The tracks include ceramics, drawing, graphic design, hot glass, photography, painting, sculpture and new media.
5. B.F.A. students must be sponsored by their advisor, and a faculty committee must review the student portfolio upon completion of Senior Seminar (ART 498).

Ceramics B.F.A. Track

		Credits
ART 315	Ceramics II	4
ART 395	Special Topics in Art	4
ART 415	Ceramics III	4
ART 416	Advanced Ceramics	4-8
ART 490	Independent Study	1-3

Drawing B.F.A. Track

		Credits
ART 330	Drawing III	4
ART 390	Advanced Study in Art	1-3
ART 395	Special Topics in Art	4
ART 430	Drawing IV	4
ART 431	Advanced Drawing	4-8
ART 490	Independent Study	1-3

Graphic Design B.F.A. Track

		Credits
ART 326	Graphic Design II	4
ART 426	Graphic Design III	4
ART 490	Independent Study	1-3
ART 491	Internship	1-4
ART 495	Graphic Design Agency	4

Hot Glass B.F.A. Track

		Credits
ART 271	Glass I	4
ART 371	Glass II	4
ART 395	Special Topics in Art	4
ART 471	Advanced Glass	4-12
ART 490	Independent Study	1-3

Photography B.F.A. Track

		Credits
ART 329	Photography II	4
ART 355	Digital Imaging	4
ART 359	Advanced Digital Photography	4
ART 395	Special Topics in Art	4
ART 420	Photography III	4-8
ART 429	Advanced Photography	4
ART 490	Independent Study	1-3

Painting B.F.A. Track

		Credits
ART 340	Painting II	4
ART 395	Special Topics in Art	4
ART 440	Painting III	4
ART 441	Painting IV	4
ART 442	Advanced Painting	4-8
ART 490	Independent Study	1-3
ART 491	Internship	1-4

Sculpture B.F.A. Track

		Credits
ART 265	Wood Sculpture	4
ART 361	Sculpture II	4
ART 395	Special Topics in Art	4
ART 461	Advanced Sculpture	4-12
ART 490	Independent Study	1-3

New Media B.F.A. Track

		Credits
ART 312	Web Design	4
ART 313	Interactive Animation	4
ART 328	Illustration	4
ART 395	Special Topics (Video)	4
ART 490	Independent Study	1-3
ART 491	Internship	1-4

General Information

▸ General Education

ART 121, 129, 130 or 215 may be used to satisfy a General Education Group IB requirement. Students seeking art studio credits without registration in areas of special proficiency may challenge courses through a written examination and presentation of a portfolio. The challenge procedure is not open to first-semester freshmen. Transfer students wishing to challenge studio courses should contact the department chair to arrange for advising, testing and presentation of a portfolio.

The Art Department reserves the right to retain permanently one work completed by each student in each class. Disposition of these works is the prerogative of the department. Other works may be held temporarily for use in special exhibitions and will be available to owners no later than one year after the lending date.

Curriculum Guide: Bachelor of Fine Art

To assure students' academic progress and to assist them in planning for careers or graduate study, advising by art faculty is mandatory. The following is a sample sequence of courses for students majoring in fine art. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
ART 121	Design Principles	4
ART 130	Drawing I	4
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
	General Education Requirement	3
		17
ART 261	Sculpture I	4
ART 230	Drawing II	4
or		
ART 35X	Printmaking area (350, 351, 352 or 353)	4
ART 201	Introduction to Art History	4
	General Education IV Requirement	3
	General Education Requirement	3
		18

SOPHOMORE YEAR		Credits
ART 215	Ceramics I	4
or		
ART 271	Glass I	4
	General Education IIIA Requirement	4
	General Education Requirement	3
		15
ART 226	Graphic Design I	4
or		
ART 227	Digital Design and Layout	4
ART 129	Introduction to Digital Photography	4
or		
ART 229	Photography I	4
	General Education IIIA Requirement	4
	General Education Requirement	3
		15

JUNIOR YEAR		Credits
ART XXX	Area of Emphasis Course	4
ART XXX	Art Elective	4
ART XXX	Art History Elective	4
	General Education Requirement	3
		15
ART XXX	Area of Emphasis Course	4
ART XXX	Art Elective	4
ART XXX	Art History Elective	4
	General Education Requirement	3
		15

SENIOR YEAR		Credits
ART XXX	Area of Emphasis Course	4
ART XXX	Art Elective	4
	General Education Requirement	3
	General Education Requirement	3
		14
ART XXX	Area of Emphasis Course	4
ART XXX	Art Elective	4
	General Education Requirement	3
ART XXX	Senior Exhibition	4
		15

COMMUNICATION ARTS

Department of Communication and Theatre Arts

Dr. Darrell G. Mullins, Chair
410-543-6229

Students must complete 39 credit hours in the department with grades of C or better. Students must receive a grade of C or better in all prerequisite courses before progressing to an advanced course.

Transfer students majoring in communication arts must complete 15 semester hours in communication arts courses at Salisbury University with minimum grades of C.

The requirements are as follows:

1. Complete 12 credit hours of core courses:

		Credits
CMAT 100	Fundamentals of Communication	3
CMAT 110	Introduction to Mass Media	3
CMAT 200	Theories of Human Communication	3
CMAT 490	Communication Seminar	3
or		
CMAT 495	Internship in Communication	3
or		
CMAT 497	Independent Research	3

2. Complete 15 credit hours of 300/400-level communication arts courses.
3. Complete a minor outside of the communication arts major.
4. Complete one of the following tracks: interpersonal/ organizational communication, mass media or journalism/public relations.

Interpersonal/Organizational Communication Track

This track allows for emphasis in areas such as interpersonal communication theory, organizational communication, training and development, human relations/human resources.

1. Complete the following requirements:

		Credits
CMAT 205	Interpersonal Communication	3
CMAT 218	Advanced Public Speaking	3
CMAT 260	Fundamentals of Organizational Communication	3

2. Choose a minimum of 15 credits from among the following:

		Credits
CMAT 300	Intercultural Communication	3
CMAT 301	Communication Research	3
CMAT 304	Communication, Gender and Culture	3
CMAT 305	Interpersonal Communication II	3
CMAT 306	Conversational Analysis	3
CMAT 307	Interpersonal Conflict	3
CMAT 308	Interviewing	3
CMAT 310	Small Group Discussion	3
CMAT 312	Nonverbal Communication	3
CMAT 314	Conference and Meeting Management	3
CMAT 315	Persuasion	3
CMAT 316	Argumentation and Debate	3
CMAT 335	Communicating on the Web	3
CMAT 365	Managerial Communication	3
CMAT 390	Studies in Communication	3
CMAT 400	Advanced Communication Theory	3
CMAT 405	Family Communication	3
CMAT 430	Political Communication	3
CMAT 460	Applied Organizational Communication	3
CMAT 465	Communication Technology	3
CMAT 490	Communication Seminar	3
CMAT 492	Independent Study	3
CMAT 495	Internship in Communication	3
CMAT 497	Independent Research	3

3. Choose suggested electives to complete the major requirements of 39 credit hours of communication arts course work:

		Credits
CMAT 248	Introduction to Public Relations	3
CMAT 444	Environmental Communication	3
THEA 201	Voice and Diction	3

Mass Media Track

This track prepares students for careers in broadcast management, broadcast production and performing for the media.

1. Complete the following requirements:

		Credits
CMAT 131	Writing for Broadcasting	3
or		
CMAT 246	Journalism	3
CMAT 332	Media Criticism and Analysis	3
or		
CMAT 334	Mass Media in Society	3

2. Choose a minimum of 18 credits from among the following:

		Credits
CMAT 134	Radio Production	3
CMAT 136	Television Production	3
CMAT 236	Electronic Field Production	3

CMAT 239	Radio/Television Practicum	2
CMAT 246	Journalism	3
CMAT 301	Communication Research	3
CMAT 330	Broadcast Journalism	3
CMAT 331	Dramatic Writing for Radio and Television	3
CMAT 332	Media Criticism and Analysis	3
CMAT 333	Documentary Production	3
CMAT 334	Mass Media in Society	3
CMAT 335	Communicating on the Web	3
CMAT 336	Advanced TV Production	3
CMAT 337	International Media	3
CMAT 338	Issues in Broadcast Management	3
CMAT 339	Producing the News	3
CMAT 342	Communication Advertising	3
CMAT 346	Public Affairs Reporting	3
CMAT 391	Studies in Mass Media	3
CMAT 430	Political Communication	3
CMAT 438	Mass Communication Law	3
CMAT 490	Communication Seminar	3
CMAT 492	Independent Study	3
CMAT 495	Internship in Communication	3-6
CMAT 497	Independent Research	3
THEA 122	Movement and Performance	3

3. Choose suggested electives to complete the major requirements of 39 credit hours of communication arts course work:

		Credits
CMAT 248	Introduction to Public Relations	3
CMAT 308	Interviewing	3
CMAT 341	Feature Writing	3
CMAT 365	Managerial Communications	3
CMAT 440	Media and Criminal Justice	3
CMAT 465	Communication Technology	3
THEA 121	Technical Production	3
THEA 201	Voice and Diction	3
THEA 223	Makeup	3
THEA 224	Acting	3
THEA 324	Directing	3
THEA 329	Media Lighting	3

Journalism/Public Relations Track

This track prepares students for careers in print journalism, corporate and public sector public relations.

1. Complete the following required courses:

		Credits
CMAT 246	Journalism	3
CMAT 248	Public Relations	3
CMAT 249	Journalism/Public Relations Practicum	2

2. Complete one of the following courses:

		Credits
CMAT 340	Public Relations Writing	3
or		
CMAT 341	Feature Writing	3

3. Choose a minimum of 15 credits from the following:

		Credits
CMAT 301	Communication Research	3
CMAT 308	Interviewing	3
CMAT 314	Conference and Meeting Management	3
CMAT 315	Persuasion	3
CMAT 335	Communication on the Web	3
CMAT 340	Public Relations Writing	3
CMAT 341	Feature Writing	3
CMAT 342	Communication with Advertising	3
CMAT 345	Sports Communication	3
CMAT 346	Public Affairs Reporting	3
CMAT 348	Publication Design	3
CMAT 394	Studies in Journalism/Public Relations	3
CMAT 440	Media and Criminal Justice	3
CMAT 444	Environmental Communications	3
CMAT 448	Public Relations Cases and Strategies	3
CMAT 490	Communication Seminar	3
CMAT 492	Independent Study	3
CMAT 495	Internship in Communication	3
CMAT 497	Independent Research	3

4. Choose suggested electives to complete the major requirements of 39 credit hours of communication arts course work:

		Credits
CMAT 136	Television Production	3
CMAT 218	Public Speaking	3
CMAT 316	Argumentation and Debate	3
CMAT 333	Documentary Production	3
CMAT 337	International Media Systems	3
CMAT 365	Managerial Communication	3
CMAT 430	Political Communication	3
CMAT 465	Communication Technology	3
THEA 325	Oral Interpretation	3

General Information

General Education

Students may select one of the following courses to satisfy the General Education Group IB requirements may select from the following list:

		Credits
CMAT 100	Fundamentals of Communication	3
CMAT 110	Introduction to Mass Media	3
CMAT 205	Interpersonal Communication	3
CMAT 250	Instructional Communication	3
CMAT 260	Fundamentals of Organizational Communication	3
THEA 120	Introduction to Theatre	3

Departmental Honors Program

Students may complete an honors project at the invitation of the department. Interested students should contact their advisors or the department chairperson.

Curriculum Guide: Bachelor of Arts In Communication Arts

The following is a sample sequence of courses for freshmen students majoring in communication arts. Information regarding course requirements and sequence beyond the freshman year is available upon request from the Communication and Theatre Arts Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
CMAT 100	Fundamentals of Communication	3
ENGL 101	Composition I	3
HIST 101	World Civilization I	3
PHEC 106	Personalized Health/Fitness	3
	Group IIB Elective	3
		15
CMAT 110	Introduction to Mass Communication	3
ENGL 102	Composition II	3
HIST 102	World Civilization II	3
	Group IB Elective	3
	Group IIIB Elective	3
		15

CONFLICT ANALYSIS AND DISPUTE RESOLUTION

Department of Sociology

Dr. Brian D.D. Polkinghorn, Program Director
410-219-2873

The conflict analysis and dispute resolution major is housed in the Sociology Department. The curriculum requirements for the conflict analysis and dispute resolution major are designed to provide a sound pre-professional training ground for undergraduate students who intend to pursue professional conflict intervention positions or to continue in a higher education setting. The major is designed to provide specialized pre-professional training with its emphasis on analytical and practical skills. While remaining anchored in a liberal arts tradition and strongly rooted in the social sciences, the program is designed to easily allow students to study in other fields outside the major in order to enrich these skills and these traditions. Faculty work with students individually to develop strong analytical and practical skills. Students are also guided in the development of a work ethic appropriate to professional conflict resolution practitioners.

The major in conflict analysis and dispute resolution requires time in the field working with organizations and institutions that need conflict resolution services. The major has an internship and field research requirement that can be completed in the local community, the region, nation or internationally.

The Bachelor of Arts in conflict analysis and dispute resolution requires a minimum of 120 credit hours, of which approximately 36 are in the major, approximately 47 credits in General Education and the remaining are elective credit hours.

Students in conflict analysis and dispute resolution will successfully complete a total of 36 hours in conflict analysis and dispute resolution (including electives) with no less than 15 of the total credit hours for the major at the 300-400 level. All required courses must be completed with grades of C or better.

Transfer students majoring in conflict analysis and dispute resolution are required to complete at least 12 credit hours of upper-level CADR courses with a grade of C or better at Salisbury University.

1. Complete 24 credits/eight courses of core course work:

		Credits
CADR 100	Foundations of Conflict and Conflict Resolution	3
CADR 201	Conflict Resolution Processes	3
CADR 225	Sociology of Violence and Non-Violence	3
CADR 300	Theories of Conflict and Conflict Resolution	3
CADR 309	Research I: Social Research Methods	3
CADR 400	Practicum and Internship	3
CADR 401	Dispute Systems Design	3
CADR 402	Senior Seminar	3

2. In addition to CADR core courses, students choose 12 credit hours of electives to complete one of the following four tracks:

International Track

Emphasizes challenges between nation, state and world systems.

		Credits
CADR 202	Dynamics of Social Conflict - Case Study Analysis	3
CADR 301	International Conflict and Conflict Resolution	3
CADR 302	Cross-Cultural Conflict Analysis and Intervention	3
CADR 303	Studies in Conflict Analysis and Dispute Resolution	3
CADR 310/ SOCI 310	Research II: Statistical Methods	4
CADR 403	Resolving Environmental Conflict	3
CADR 405	Special Topics	3
CADR 490	Individual Directed Study	1-3
CADR 495	Individual Research	3
ECON 415	Environmental and Natural Resource Economics	3
GEOG 101	World Geography: Europe and Asia	3
GEOG 308	Principles of Planning	3
HIST 225	Holocaust: The Extermination of the European Jews	3
HIST 312	History of Ireland in Modern Times	3
HIST 451	World War I	3
HIST 452	The Second World War: A Global History	3
HIST 453	The Cold War: A Global History	3
PHIL 301	Violence and Non-Violence	4
POSC 213	War and Peace in Middle East	4
POSC 230	Judicial Processes and Politics	4
POSC 409	Causes of War	4
POSC 411	International Law	4
SOCI 201	Social Problems	3
SOCI 210	Introduction to Global Sociology	3
SOCI 319	Globalization and Social Change	3

Intergroup Track

Emphasizes conflict escalation based on group affiliation including areas such as cross-cultural, ethic, racial and gender conflict.

		Credits
ACCT 248	Legal Environment	3
CADR 202	Dynamics of Social Conflict - Case Study Analysis	3
CADR 301	International Conflict and Conflict Resolution	3
CADR 302	Cross-Cultural Conflict Analysis and Intervention	3
CADR 303	Studies in Conflict Analysis and Dispute Resolution	3
CADR 310/ SOCI 310	Research II: Statistical Methods	4
CADR 403	Resolving Environmental Conflict	3
CADR 404	Negotiation and Conflict Management in Business	3
CADR 405	Special Topics	3
CADR 490	Individual Directed Study	1-3
CADR 495	Individual Research	3
CMAT 310	Small Group Discussion	3
CMAT 316	Argumentation and Debate	3
GEOG 199	Conservation and Resource Management	3
GEOG 202	Cultural Geography	3
GEOG 308	Principles of Planning	3
GEOG 402	Environmental Planning	3
HIST 308	Sectional Conflict and Civil War	3
HIST 387	Racism and Discrimination	3
HIST 388	Civil Rights in American History	3
HIST 389	U.S. Environmental History	3
POSC 320	Public Policy Analysis	4
POSC 370	Democracy	4
SOCI 220	The Family	3
SOCI 304	Social Inequality	3
SOCI 314	Sociology of Gender	3
SOCI 319	Globalization and Social Change	3
SOCI 320	Social Movements	3
SOCI 331	Racial and Cultural Minorities	3
SOCI 344	Complex Organizations	3
SOCI 390	Sociology of the Environment	3

Interpersonal Track

Emphasizes conflict that may result from human factors such as miscommunication, misperception, misunderstanding and other forces that are manifest between individuals.

		Credits
CADR 202	Dynamics of Social Conflict - Case Study Analysis	3
CADR 301	International Conflict and Conflict Resolution	3
CADR 302	Cross-Cultural Conflict Analysis and Intervention	3
CADR 303	Studies in Conflict Analysis and Dispute Resolution	3
CADR 310/ SOCI 310	Research II: Statistical Methods	4
CADR 405	Special Topics	3
CADR 490	Individual Directed Study	1-3
CADR 495	Individual Research	3
CMAT 200	Theories of Human Communication	3

CMAT 205	Interpersonal Communication	3
CMAT 300	Intercultural Communication	3
CMAT 307	Interpersonal Conflict	3
EDUC 210	School in a Diverse Society	3
ENGL 338	Literature of the Queer	3
ENGL 383	African-American Literature	3
ENGL 384	Native American Literature	3
ENGL 433	Language and Culture	3
HLTH 410	Stress and Stress Management	3
POSC 450	Civil Rights and Liberties	4
PSYC 300	Developmental Psychology	3
PSYC 306	Social Psychology	3
PSYC 335	Basic Helping Relationships	3
SOCI 326	Social Interaction	3

General Track

Students select any of the elective courses from any of the above tracks to build an area of specialization that is of personal interest. Selected courses must be approved by advisor prior to enrollment.

Curriculum Guide: Bachelor of Arts in Conflict Analysis and Dispute Resolution.

The following is a sample sequence of courses for freshmen students majoring in conflict analysis and dispute resolution. Information regarding course requirements and sequence beyond the freshman year is available upon request from the Sociology Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
CADR 100	Foundations of Conflict and Conflict Resolution	3
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
	Group IIB Elective	3
	Group IIIA	4
		16
CADR 201	Conflict Resolution Processes	3
ENGL 102	Composition II	3
PHEC 106	Personalized Health/Fitness	3
HIST 102	World Civilizations	3
	Group IIIA Elective	4
		16

ENGLISH

Department of English

Dr. Elizabeth H. Curtin, Chair
410-543-6445

English Core

Students may complete the liberal arts English major in one of eight ways: creative writing concentration, English as a second language track, film concentration, folklore concentration, linguistics concentration, literature concentration, writing and rhetoric track, or teacher certification. Students in all concentrations and tracks must meet the following core requirements:

1. Complete English 101 and 102 with grades of C or better.*
2. Maintain grades of C or better in 36 semester hours of English beyond ENGL 102.
3. Complete one writing course beyond English 102. (ENGL 306, 308 or 468)
4. Complete one language course (3 hours) and one diversity course (3 hours) in English or complete the modern languages option.

▸ English Option

(Required for teacher certification)

a. To fulfill the language requirement students must complete one of the following courses: ENGL 240, 430, 431 or 433**.

b. To fulfill the diversity requirement students must complete one of the following courses: ENGL 338, 365, 383, 384, 385, 386, 389, 433** or 438.

▸ Modern Languages Option

(Required for TESOL track)

To fulfill language and diversity requirements students must successfully complete a 201-202 sequence (intermediate proficiency) in French, Spanish or German. Students with documented intermediate level foreign language proficiency will have satisfied this requirement and may take two elective English courses to complete the 12 course requirement for the major.

5. Take a maximum of six hours at the 200 level; a minimum of 12 hours at the 400 level.
6. Satisfy the requirements for one of the concentrations or tracks that follow.

* All University students must earn a C or better in ENGL 101 and 102 to apply these toward graduation and to qualify for enrollment in other English courses.

** ENGL 433 may be used for one category only.

Creative Writing Concentration

The creative writing concentration includes the following requirements:

1. Complete the following required courses:

		Credits
ENGL 351	Creative Writing	3
ENGL 415	Fiction Workshop	3
ENGL 416	Poetry Workshop	3
ENGL 417	The Writer's Craft *	3
ENGL 455	Non-Fiction Workshop	3

* Instead of ENGL 417, students may repeat ENGL 415 or 416 or 455

2. Complete the nine credit writing course requirement and either the English option or the modern language option

3. Choose recommended electives to complete the major requirement of 36 semester hours of English beyond ENGL 102 with grades of C or better:

		Credits
ENGL 250	Understanding Poetry	3
ENGL 358	British Literature III	3
ENGL 453	Modern Poetry	3
ENGL 463	Literary Analysis	3
ENGL 477	British Novel II	3
ENGL 478	British Novel III	3
ENGL 479	Contemporary British Literature	3
ENGL 485	American Novel II	3
ENGL 486	American Novel III	3

Film Concentration

The film concentration includes the following requirements:

1. Complete the following required courses:

		Credits
ENGL 220	Introduction to Film	3
ENGL 402	Film History	3
ENGL 403	Film Genre	3
ENGL 404	International Cinema	3
ENGL 405	Major Film Directors	3
ENGL 408	Film Theory	3

2. Complete nine hours from the following (no more than six hours outside the department):

		Credits
AMST 315	Topics (must be film related)	3
CMAT 333	Documentary Production	3
CMAT 334	Mass Media and Society	3
ENGL 221	Literature and Film	3
ENGL 301	Studies: (must deal with film or criticism)	3
ENGL 335	Gothic Fiction	3
ENGL 338	Literature of the Queer	3
ENGL 342	Women in Literature	3
ENGL 344	Literature of a Decade	3
ENGL 345	Science Fiction	3
ENGL 358	British Literature III: 1900 to Present	3
ENGL 363	World Literature I	3
ENGL 364	World Literature II	3
ENGL 383	African-American Literature	3
ENGL 384	Native American Literature	3
ENGL 385	Ethnic Literature in American	3
ENGL 386	American Women Writers of Color	3
ENGL 387	Literature of the American West	3
ENGL 388	American Drama	3
ENGL 389	Topics in Native American Literature	3
ENGL 399	International Studies in Literature	3
ENGL 401	Studies in Film	3
ENGL 413	Shakespeare	3
ENGL 453	Modern Poetry	3
ENGL 461	Feminist Literature and Theory	3
ENGL 463	Literary Analysis	3
ENGL 478	British Novel III	3
ENGL 479	Contemporary Trends in British Literature	3
ENGL 486	American Novel III: 1945-Present	3
ENGL 488	Contemporary Trends in American Literature	3
ENGL 494	Topics in English: Writing or Film	3
HIST 415	History and Film	3
THEA 220	History of the Theater	3

Folklore Concentration

The folklore concentration includes the following requirements:

1. Complete the following required courses:

		Credits
ENGL 240	Introduction to the Study of Language	3
ENGL 366	World Mythology	3
ENGL 367	Folklore and Folklife	3
ENGL 433	Language and Culture	3
ENGL 438	Bilingualism	3

2. Choose electives to complete the major requirement of 36 semester hours of English beyond ENGL 102 with grades of C or better:

		Credits
ENGL 341	The Bible as Literature	3
ENGL 342	Women in Literature	3
ENGL 349	Norse Literature	3
ENGL 355	Arthurian Literature	3
ENGL 363	World Literature I	3
ENGL 383	African American Literature	3
ENGL 384	Native American Literature	3
ENGL 385	Ethnic Literature in America	3
ENGL 386	American Women Writers of Color	3
ENGL 411	Chaucer	3
ENGL 413	Shakespeare	3
ENGL 472	Elizabethan and Jacobean Literature	3
ENGL 473	Restoration and 18th Century Literature	3

Linguistics Concentration

The linguistics concentration includes the following requirements:

1. Complete the following required courses:

		Credits
ENGL 430	Principles of Linguistics	3
ENGL 431	Survey of Modern English Grammar	3
ENGL 433	Language and Culture	3

2. Choose electives to complete the major requirement of 36 semester hours of English beyond ENGL 102 with grades of C or better:

		Credits
ENGL 240	Introduction to the Study of Language	3
ENGL 439	Second Language Acquisition	3
ENGL 465	Research in Composition	3
ENGL 467	History and Theory of Rhetoric	3
ENGL 491	Topics in Linguistics and Language Learning	3

Literature Concentration

The literature concentration includes the following requirements:

1. Complete two British literature courses from the following:
NOTE: Students may only count one 300-level course to meet this requirement

		Credits
ENGL 356	British Literature I	3
ENGL 357	British Literature II	3
ENGL 471	Medieval English Literature	3
ENGL 472	Elizabethan and Jacobean Literature	3
ENGL 473	Restoration and 18th Century Literature	3
ENGL 474	Romantic Literature	3
ENGL 475	Victorian Literature	3
ENGL 476	British Novel I	3
ENGL 477	British Novel II	3

2. Complete two American literature courses from the following:

NOTE: Students may only count one 300-level course to meet this requirement

		Credits
ENGL 380	American Literature I: Beginnings to 1865	3
ENGL 381	American Literature II: 1865-1945	3
ENGL 480	Colonial American Literature	3
ENGL 481	American Renaissance	3
ENGL 484	American Novel I	3

3. Complete one of the following courses:

		Credits
ENGL 411	Chaucer	3
ENGL 412	Milton	3
ENGL 413	Shakespeare	3

4. Choose electives to complete the major requirements of 36 semester hours of English beyond ENGL 102 with grades of C or better.

English as a Second Language Track

The English as a second language track includes the following requirements:

1. Complete 15 hours from the following courses:

		Credits
ENGL 430	Principles of Linguistics	3
ENGL 432	Literacy and ESOL Reading	3
ENGL 433	Language and Culture	3
ENGL 434	Literacy and ESOL Writing	3
ENGL 438	Bilingualism	3
ENGL 439	Second Language Acquisition	3

2. Complete 201-202 sequence (intermediate proficiency) in French, Spanish or German.
3. Complete 12 credits of English, at least three credits in literature, with grades of C or better.

Writing and Rhetoric Track

The writing and rhetoric track includes the following requirements:

1. Complete the following courses:

		Credits
ENGL 307	Writing for the World Wide Web	3
ENGL 308	Composition III	3
ENGL 464	Rhetorical Criticism	3
ENGL 467	History and Theory of Rhetoric	3
ENGL 495	Topics in Writing and Rhetoric	3

2. Choose two of the following required courses:

		Credits
ENGL 304	Business and Professional Writing	3
ENGL 305	Technical Writing and Editing	3
ENGL 306	Writing for the Disciplines	3
ENGL 455	Nonfiction Workshop	3

3. Choose electives to complete the major requirement of 36 semester hours of English beyond ENGL 102, with at least nine in literature, with grades of C or better:

Teacher Certification

The English education major requires 36 credits within the English Department and 43 credits outside the Department. Following are the required courses for students majoring in English and seeking certification to teach English in the secondary schools (students should consult regularly with their advisors when developing their individual program plans and selecting courses). Students must complete the following requirements with grades of C or better (exception PSYC 101).

		Credits
CMAT 250	Instructional Communication	3
PSYC 101	General Psychology	3
EDUC 210	School in a Diverse Society	3
EDUC 300	Development, Learning and Assessment	3
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
EDUC 409	Literature for Adolescents	3
ENGL 240	Introduction to the Study of Language	3
ENGL 356	British Literature I	3
or		
ENGL 357	British Literature II	3
or		
ENGL 358	British Literature III	3
ENGL 380	American Literature I	3
or		
ENGL 381	American Literature II	3
or		
ENGL 382	American Literature III	3
ENGL 338	Literature of the Queer	3
or		
ENGL 365	Literature of the Third World	3
or		
ENGL 383	African American Literature	3
or		
ENGL 384	Native American Literature	3
or		
ENGL 385	Ethnic Literature in America	3
or		
ENGL 386	American Women Writers of Color	3
or		
ENGL 389	Topics in Native American Literature	3
ENGL 413	Shakespeare	3
ENGL 471	Medieval English Literature	3
or		
ENGL 472	Elizabethan and Jacobean Literature	3
or		
ENGL 473	Restoration and 18th Century Literature	3
or		
ENGL 474	Romantic Literature	3
or		
ENGL 475	Victorian Literature	3
or		
ENGL 479	Contemporary British Literature	3
ENGL 480	Colonial American Literature	3
or		
ENGL 481	American Renaissance	3
or		
ENGL 483	American Southern Renaissance	3
or		
ENGL 488	Contemporary American Literature	3
ENGL 431	Survey of Modern English Grammar	3
ENGL 463	Literary Analysis	3
ENGL 465	Research in Composition	3
ENGL 306	Writing for the Disciplines	3
or		
ENGL 308	Composition III	3
or		
ENGL 468	Seminar in Literary Research	3
ENGL 432	Literacy and ESOL Reading	3
or		
ENGL 433	Language and Culture	3
or		
ENGL 434	Literacy and ESOL Writing	3
or		
ENGL 438	Bilingualism	3
SCED 339	Secondary/K-12 Methods Visitation	0
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 371	English and Reading Methods: Part I	3
SCED 433	Reflection and Inquiry in Teaching Practice	3
SCED 471	English and Reading Methods: Part II	3

In order to enroll in professional education program courses, students must meet the following requirements:

1. Apply for formal admission to the professional program.
2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in English, including transfer grades.
4. Show satisfactory results on the Praxis I Examination as defined by the Maryland State Department of Education.
5. Submit at least three positive recommendations from faculty in departments other than education.
6. Obtain written approval of the application from their advisor(s).
7. Have completed 12 credits in the major field.

▸ Admission to Internship

Prior to directed teaching, secondary education students must do the following:

1. Complete the written application for the internship.
2. Complete a minimum of 90 credits including methods and at least 24 credit hours of the academic major (secondary and K-12 programs).
3. Have an overall grade point average of at least 2.50 including transfer credit.
4. Have a minimum grade point average of at least 2.75 in the academic major courses as defined by each academic department.
5. Have a minimum average of 2.75 in professional education courses with no grade below C.
6. Submit two positive recommendations from faculty in education and the major advisor.
7. Obtain verification of completion of these requirements from the director of field experiences.

▸ Additional Requirements

1. To be eligible for the internship, all students enrolled in a secondary program or in the music K-12 program must complete the appropriate two sequenced methods courses for the content major and the following courses in education with grades of C or better:

		Credits
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
SCED 339	Secondary/K-12 Methods Visitation	0
SCED 367	Inclusive Instruction for Secondary Teachers	3

English majors must also pass the following with a grade of C or better:

		Credits
EDUC 409	Literature for Adolescents	3

2. In July, 1998, the Maryland State Board of Education adopted regulations mandating all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. All secondary education majors who complete the secondary education program will have satisfied the six hours course work in reading by program integration.
3. All secondary education majors are required to pass the following courses:

		Credits
SCED 426	Directed Teaching in the Secondary School	6
SCED 428	Directed Teaching in the Secondary School	6

4. Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100 day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Students will also be required to follow the University calendar with respect to attendance at the University Intern seminar. Interns are responsible for their own transportation to the PDS site.
5. All secondary/K-12 students in a program requiring Praxis II examinations for licensure must take the Maryland Praxis II tests for their content area prior to graduation.

Students may repeat education courses only once.

▸ Title II Accountability

Under federal Title II regulations, the University is required to report the pass rates of graduates who took required teacher certification tests for Maryland certification. Please see Appendix C.

General Information

▸ Transfer Students

Transfer students majoring in English must complete a minimum of 15 hours of English courses at Salisbury University.

Curriculum Guide: Bachelor of Arts in English

The following is a sample sequence of courses for freshmen students majoring in English. Information regarding course requirements and sequence beyond the freshman year is available upon request from the English Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
	Group IB Elective	3
	Group IIIA Elective	3-4
	Elective	3
		15-16
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
	Group IB Elective	3
	Group IIIA Elective	3-4
	Elective	3
		15-16

ESOL (ENGLISH TO SPEAKERS OF OTHER LANGUAGES)/ K-12 CERTIFICATION

Department of English

Dr. Elizabeth H. Curtin
410-543-6445

The program provides a course of study leading to a Bachelor of Arts with a major in teaching English to speakers of other languages (ESOL) and a State of Maryland K-12 ESOL Certification. The program is designed to prepare educators in instructional and leadership capacities for K-12 school settings.

The program at Salisbury University is housed in the Department of English in the Fulton School of Liberal Arts. However, it is an interdisciplinary major designed for prospective students who wish to enter the teaching profession. Candidates for this degree will do coursework in the theory and practice of ESOL, reading, applied linguistics, the English language and multicultural education. The K-12 ESOL Certification Program is aligned with national standards for the preparation of ESOL professionals, as established by the National TESOL Organization and NCATE. It also reflects principles of Maryland's Redesign for Teacher Education.

The ESOL program includes a General Education experience, the ESOL core requirements and a professional semester consisting of two internships and an internship seminar.

Major Requirements

Students must complete the following requirements with grades of C or better (exception PSYC 101). Students may repeat education courses only once.

		Credits
CMAT 250	Instructional Communication	3
PSYC 101	General Psychology	3
EDUC 210	School in a Diverse Society	3
EDUC 300	Development, Learning and Assessment	3
ENGL 306	Writing for the Disciplines	3
or		
ENGL 308	Composition III	3
or		
ENGL 468	Seminar in Literary Research	3
ENGL 240	Introduction to the Study of Language	3
or		
ENGL 430	Principles of Linguistics	3
ENGL 338	Literature of the Queer	3
or		
ENGL 365	Literature of the Third World	3
or		
ENGL 383	African-American Literature	3
or		
ENGL 384	Native American Literature	3
or		
ENGL 385	Ethnic Literature in America	3
or		
ENGL 386	American Women Writers of Color	3
ENGL 356	British Literature I	3
or		
ENGL 357	British Literature II	3
or		
ENGL 358	British Literature III	3
or		
ENGL 380	American Literature I	3
or		
ENGL 381	American Literature II	3
or		
ENGL 382	American Literature III	3
or		
ENGL 413	Shakespeare	3
ENGL 431	Survey of Modern English Grammar	3
ENGL 433	Language and Culture	3
ENGL 439	Second Language Acquisition	3
ENGL 428	ESOL Tests and Measurements	3
ENGL 432	Literacy and ESOL Reading	3
ENGL 434	Literacy and ESOL Writing	3
ENGL 438	Bilingualism	3
ENGL 491	Topics in Linguistics and Language Learning	3
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
ELED 408	Children's Literature	3
or		
EDUC 409	Literature for Adolescents	3
SCED 447	ESOL Methods	3
SCED 339	Secondary/K-12 Methods Visitation	0
SCED 367	Inclusive Instruction for Secondary Teachers	3
or		
EDUC 415	Instructional Techniques for Inclusion	3
XXXX	Foreign Language (6 hours total in a single language)	6

Professional Education Program

In order to enroll in professional education program courses, students must meet the following requirements:

1. Apply for formal admission to the professional program.
2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in English (ESOL), including transfer grades.
4. Show satisfactory results on the Praxis I examination as defined by the Maryland State Department of Education.
5. Submit at least three positive recommendations from faculty in departments other than education.
6. Obtain written approval of the application from advisor(s).

Admission to Internship

Prior to the internship, secondary education students must do the following:

1. Complete the written application for the internship.
2. Complete a minimum of 90 credits including methods and at least 24 credit hours of the academic major.
3. Have an overall GPA of at least 2.50, including transfer credit.
4. Have a minimum GPA of at least 2.75 in the academic major courses as defined by each academic department.
5. Have a minimum GPA of 2.75 in professional education courses with no grade below C.
6. Submit two positive recommendations from faculty in education and the major advisor.
7. Obtain verification of completion of these requirements from the director of field experiences.

Additional Requirements

1. To be eligible for the internship, all students must complete all program courses and the following courses in education with grades of C or better:

		Credits
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
EDUC 339	Secondary/K-12 Methods Visitation	0
SCED 367	Inclusive Instruction for Secondary Teachers	3

2. In July, 1998 the Maryland State Board of Education adopted regulations mandating all secondary/K-12 pre- and in-service teachers have six hours coursework in reading. All ESOL K-12 majors will have satisfied the six hours course work in reading by program integration..
3. ESOL K-12 majors are required to pass the following courses:

		Credits
SCED 462	TESOL Internship - Elementary	6
SCED 463	TESOL Internship - Secondary	6
SCED 465	TESOL Internship Seminar	3

4. Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100-day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Students will also be required to follow the University calendar with respect to attendance at the University TESOL Intern Seminar. Interns are responsible for their own transportation to the PDS site.

Students may repeat education courses only once.

Title II Accountability

Under federal Title II regulations, the University is required to report the pass rates of graduates who took required teacher certification tests for Maryland certification. Please see Appendix C.

Curriculum Guide: Bachelor of Arts in ESOL/K-12

The following is a sample sequence of courses for freshmen students pursuing the interdisciplinary major in ESOL/K-12. Information regarding course requirements and sequence beyond the freshman year is available upon request from the English Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		**Credits**
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
PSYC 101	General Psychology	3
XXXX	General Education III-A Lab Science	4
XXXX	General Education III-C Mathematics	3
ENGL 101	Composition II	3
HIST 102	World Civilizations	3
PHEC 106	Personalized Health/Fitness	3
XXXX	General Education III-A Lab Science	4
XXXX	General Education II-B Social Science	3

ENVIRONMENTAL ISSUES

Department of History

Dr. Michael Lewis, Program Director
410-677-5020

Environmental issues is an interdisciplinary major housed in the History Department of the Fulton School of Liberal Arts. The major focuses on how the environment is defined and understood from the perspectives of the humanities, social sciences and natural sciences. Students learn to evaluate and respond comprehensively to environmental issues. Students are provided with the skills to analyze and think critically about environmental problems and solutions from a broad range of perspectives. This major emphasizes "lateral rigor" across the disciplines, instead of "vertical rigor" within a single discipline. Please note this is not an environmental science program.

The Bachelor of Arts in environmental issues requires a minimum of 120 credit hours of which 43-45 credits are requirements for the major. At least 30 of the 120 credits must be 300-400 level courses completed with grades of C or better. Students must also complete a minor in an area other than environmental issues. Courses taken to satisfy requirements for the major and the minor must be completed with a grade of C or better.

Core Requirements

Complete the following core requirements. Some of these courses may also meet General Education requirements.

		Credits
BIOL 210	Biology: Concepts and Methods	4
ECON 211	Micro-economic Principles	3
ECON 415	Environmental and Natural Resource Economics	3
ENVH 110	Introduction to Environmental Science	3
ENVR 102	Earth Literacy	3
ENVR 499	Environmental Senior Seminar	3
HIST 389	U.S. Environmental History	3
PHIL 318	Environmental Responsibility	4
POSC 360	Environmental Policy	4
SOCI 390	Sociology of the Environment	3

Core Selected Requirements

Complete the following core selected requirements (four courses):

1. Choose at least one from the following humanities and social science courses:

		Credits
CADR 403	Resolving Environmental Conflict	3
CMAT 444	Environmental Communications	3
ENGL 347	Wilderness in Literature	3
ENGL 348	Nature in Literature	3
ENGL 384	Native American Literature	3
ENVR 150	Environmental Perspectives	3
GEOG 402	Environmental Planning	3
HIST 386	Wilderness and U.S. Culture, 1492-Present	3
HIST 392	Global Environmental History	3
HIST 483	Environmental History of Delmarva	3
PHIL 306	Animals and Ethics	4
POSC 460	Environmental Law	4
PSYC 409	Environmental Psychology	3

2. Choose at least two from the following natural science courses:

		Credits
BIOL 211	Microbiology	4
BIOL 212	Introduction to Plant Biology	4
BIOL 213	Zoology	4
BIOL 310	Ecology	4
BIOL 312	Plant Taxonomy	3
BIOL 316	General Entomology	3
BIOL 320	Biology of the Vertebrates	4
BIOL 401	Wetland Ecology	4
BIOL 405	Ornithology	4
CHEM 109	Energy and the Environment	4
CHEM 381	Environmental Chemistry	3
ENVH 210	Introduction to Environmental Health Science	3
ENVH 330	Solid and Hazardous Waste Management	3
ENVH 425	Toxicology	3
GEOG 219	Map Interpretation and Analysis	3
GEOG 319	Geographic Information Science	4
GEOG 321	Remote Sensing of the Environment	3
GEOG 401	Soil, Water and Environment	3
GEOG 403	Environmental Hazards	3
MATH 144	Environmental Mathematics	3

3. Choose one course from the following environmental experiences:

		Credits
BIOL 399	International Field Studies	3
ENVR 480	Internship in Environmental Studies	3
PHEC 369	Outdoor Adventure Skills	3
XXXX XXX	Approved Research Course	3

Minor Requirement

Complete a minor in an area other than environmental issues.

Curriculum Guide: Bachelor of Arts in Environmental Issues.

The following is a sample sequence of courses for freshmen students pursuing the interdisciplinary major in environmental issues. Information regarding course requirements and sequence beyond the freshman year is available upon request from the History Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
ENVH 110	Introduction to Environmental Science	3
PHEC 106	Health Fitness	3
	General Elective	3
		15
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
ENVR 102	Earth Literacy	3
BIOL 210	Biology: Concepts and Methods	4
	Group IB Elective	3
		16

FRENCH

Department of Modern Languages and Intercultural Studies

Dr. Arlene White, Program Coordinator
410-543-6253

A major in French consists of 36 credit hours distributed as follows:

1. Complete at least 27 credit hours in the language above the elementary level, including at least six credit hours at the 400 level.
2. Survey of Literature courses (FREN 350, 351).
3. Earn a grade of C or better in ENGL 240.
4. Earn grades of C or better in major courses.
5. Demonstrate oral and written proficiency through a standardized test and oral interview.
6. All majors are required to earn academic credit via a department-approved study abroad program. (Questions regarding the fulfillment of this requirement should be directed to your advisor or department chair.)

Transfer foreign language students must complete 15 semester hours in major courses at Salisbury University with minimum grades of C.

The language major may be combined with study in other areas to enhance career opportunities. The department will advise students in planning an academic program to meet individual interests and career objectives. It is especially recommended that those planning careers in education and in government service study a second foreign language.

Teacher Certification

Language students seeking certification to teaching French/Spanish in secondary schools must fulfill the following requirements with grades of C or better (exception: PSYC 101) in addition to the requirements for the major. Students may repeat education courses only once.

		Credits
CMAT 250	Instructional Communication	3
PSYC 101	General Psychology	3
EDUC 210	School in a Diverse Society	3
EDUC 300	Development, Learning and Assessment	3
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
SCED 339	Secondary/K-12 Methods Visitation	0
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 376	Foreign Language and Reading Methods: Part I	3
SCED 433	Reflection and Inquiry in Teaching Practice	3
SCED 476	Foreign Language and Reading Methods: Part II	3

In order to enroll in professional education program courses, students must meet the following requirements:

1. Apply for formal admission to the professional program.
2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in the major, including transfer grades.
4. Show satisfactory results on the Praxis I Examination as defined by the Maryland State Department of Education.
5. Submit at least three positive recommendations from faculty in departments other than education.
6. Obtain written approval of the application from their advisor(s).
7. Have completed 12 credits in the major field.

Throughout their academic career, students have the opportunity to volunteer or tutor in local schools.

Admission to Internship

Prior to the internship, secondary education students must do the following:

1. Complete the written application for the internship.
2. Complete a minimum of 90 credits including methods and at least 24 credit hours of the academic major (secondary and K-12 programs).
3. Have an overall grade point average of at least 2.50 including transfer credit.
4. Have a minimum grade point average of at least 2.75 in the academic major courses as defined by each academic department.
5. Have a minimum average of 2.75 in professional education courses with no grade below C.
6. Submit two positive recommendations from faculty in education and the major advisor.
7. Obtain verification of completion of these requirements from the director of field experiences.

Additional Requirements

1. To be eligible for the internship, all students enrolled in a secondary program or in the music K-12 program must complete the appropriate two sequenced methods courses for the content major and the following courses in education with grades of C or better:

		Credits
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
SCED 339	Secondary/K-12 Methods Visitation	0
SCED 367	Inclusive Instruction for Secondary Teachers	3

2. In July, 1998, the Maryland State Board of Education adopted regulations mandating all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. All secondary education majors who complete the secondary education program will have satisfied the six hours course work in reading by program integration.
3. All secondary education majors are required to pass the following courses:

		Credits
SCED 426	Directed Teaching in the Secondary School	6
SCED 428	Directed Teaching in the Secondary School	6

4. Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100 day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Students will also be required to follow the University calendar with respect to attendance at the University Intern seminar. Interns are responsible for their own transportation to the PDS site.

5. All secondary/K-12 students in a program requiring Praxis II examinations for licensure must take the Maryland Praxis II tests for their content area prior to graduation.

Students may repeat education courses only once.

Title II Accountability

Under federal Title II regulations, the University is required to report the pass rates of graduates who took required teacher certification tests for Maryland certification. Please see Appendix C.

General Information

Placement Exams and Credits

The Department of Modern Languages and Intercultural Studies awards and recognizes credit through examination in French, German and Spanish. Any student officially enrolled at Salisbury University may be granted credits through the Advanced Placement (AP) exam or CLEP exam.

Departmental placement exams in French, German and Spanish are given during Freshman Preview and at the very beginning of each semester only. All students who have not earned university academic credit in a language, either through the AP, CLEP or a credit-bearing course, are encouraged to take the departmental placement exam in that language to assist in determining proper initial placement level.

Students who have not yet earned university academic credit in a language may purchase credit for courses below the level of the first course in that language completed for credit with a grade of C or better. Credits for courses below the level of the first course completed for credit with a grade of C or better may be purchased at the current rate posted at the cashier's office.

A maximum of six credits granted by exam or purchased through completing an advanced first course in a language may be applied to either a minor or major in that language. A maximum of nine credits may be earned by exam or purchased through completion of an advanced first course in a language.

Challenge Exams

Any student officially enrolled at Salisbury University may purchase credits through a challenge exam. Credits may not be purchased through a challenge exam for a course below the student's established level of proficiency. Conversation courses are not available for challenge exam credit.

Curriculum Guide: Bachelor of Arts in French

The following is a sample sequence of courses for freshmen students majoring in French. Information regarding course requirements and sequence beyond the freshman year is available upon request from the Modern Languages and Intercultural Studies Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses. Students majoring in Spanish, attempting a language minor or combining their language study with specialization in another area should see the department for a checklist of requirements for their individual program.

FRESHMAN YEAR		Credits
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
FREN 201	Intermediate French	3
	Group IIB Elective	3
	Group IIIA Elective	3-4
		15-16
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
FREN 202	Intermediate and Applied French	3
	Group IB Elective	3
	Group IIIA Elective	3-4
		15-16

HISTORY

Department of History

Dr. Maarten L. Pereboom, Chair
410-543-6245

Students must complete 34 credit hours in departmental courses with a minimum grade average of C. Fifteen of these hours must be at the 300/400 level. Additionally, students must complete six hours from two social sciences other than history, the proseminar course with a C or better and four satisfactory research papers. Graduate school candidates are encouraged to develop a reading proficiency in at least one foreign language.

Transfer students majoring in history must complete a minimum of 15 semester hours with a C average in history at Salisbury University.

Course requirements include the following:

1. Complete five core courses:

		Credits
HIST 101	World Civilizations	3
HIST 102	World Civilizations	3
HIST 201	History of the U.S. I	3
HIST 202	History of the U.S. II	3
HIST 330	Proseminar in History (C or better)	4

2. Choose three hours from the following courses:

		Credits
ANTH 410	Archaeological Field Methods	6
HIST 312	History of Ireland in Modern Times	3
HIST 318	History of the Ancient Near East	3
HIST 332	National History of Mexico	3
HIST 334	Colonial Latin America	3
HIST 335	Modern Latin America 1800-Present	3
HIST 340	History of Africa to 1870	3
HIST 341	History of Africa: 1870 to Present	3
HIST 342	History of India to 1857	3
HIST 343	History of India: 1857 to Present	3
HIST 350	The Middle East to 1800	3
HIST 355	The Middle East Since 1800	3
HIST 362	Chinese Civilization	3
HIST 363	Japanese Civilization	3
HIST 364	Modern Japan	3
HIST 371	Introduction to Classical Mythology	3
HIST 376	Violence and Nonviolence in America	3
HIST 377	Women in Early American History	3
HIST 378	Women in Modern America	3
HIST 379	Women and Family in Europe and the United States	3
HIST 384	Native American History	3
HIST 387	Racism and Discrimination	3
HIST 388	Civil Rights in American History	3
HIST 395	Material Culture Studies in American History	3
HIST 412	Social and Cultural History of the U.S. I	3
HIST 413	Social and Cultural History of the U.S. II	3
HIST 415	History and Film	3
HIST 423	Imperial Russia	3
HIST 424	Modern Russia	3
HIST 430	*Readings in History	3
HIST 440	Minority Groups in U.S. History	3
HIST 444	African-American History to 1865	3
HIST 445	African-American History from 1865	3
HIST 446	Readings in African-American History	3
HIST 452	The Second Global War: A Global History	3
HIST 453	The Cold War: A Global History	3
HIST 460	History of China Since 1800	3
HIST 474	History of Ancient Egypt	3
HIST 478	Ancient Military History	3
HIST 479	Medieval Military History	3
HIST 490	*Studies in History	3

* upon approval of chair

3. Satisfy 15 hours of 300/400-level electives in history.

4. Select six hours from two social science disciplines other than history, including one of the following courses:

		Credits
ECON 211	Micro-Economic Principles	3
or		
ECON 212	Macro-Economic Principles	3
GEOG 100	Introduction to Human Geography	3
or		
GEOG 101	World Geography: Europe and Asia	3
or		
GEOG 102	World Geography: Africa and Americas	3
POSC 101	Introduction to Politics and Government	4
SOCI 101	Introduction to Sociology	3
or		
ANTH 212	Cultural Anthropology	3

Teacher Certification

Students seeking certification to teach history in secondary schools must complete all the courses listed below with grades of C or better (exception: PSYC 101). For certificates to teach in other social science areas, students should consult with a History Department advisor. Students may repeat education courses only once.

		Credits
CMAT 250	Instructional Communication	3
PSYC 101	General Psychology	3
EDUC 210	School in a Diverse Society	3
EDUC 300	Development, Learning and Assessment	3
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
SCED 339	Secondary/K-12 Methods Visitation	0
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 372	Social Studies and Reading Methods: Part I	3
SCED 433	Reflection and Inquiry in Teaching Practice	3
SCED 472	Social Studies and Reading Methods: Part II	3

In order to enroll in professional education program courses, students must meet the following requirements:

1. Apply for formal admission to the professional program.
2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in history, including transfer grades.
4. Show satisfactory results on the Praxis I Examination as defined by the Maryland State Department of Education.
5. Submit at least three positive recommendations from faculty in departments other than education.
6. Obtain written approval of the application from their advisor(s).
7. Have completed 12 credits in the major field.

▸ Admission to Internship

Prior to the internship, secondary education students must do the following:

1. Complete the written application for the internship.
2. Complete a minimum of 90 credits including methods and at least 24 credit hours of the academic major.
3. Have an overall grade point average of at least 2.50 including transfer credit.
4. Have a minimum grade point average of at least 2.75 in the academic major courses as defined by each academic department.
5. Have a minimum average of 2.75 in professional education courses with no grade below C.
6. Submit two positive recommendations from faculty in education and the major advisor.
7. Obtain verification of completion of these requirements from the director of field experiences.

▸ Additional Requirements

1. To be eligible for the internship, all students enrolled in a secondary program or in the music K-12 program must complete the appropriate two sequenced methods courses for the content major and the following courses in education with grades of C or better:

		Credits
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
SCED 339	Secondary/K-12 Methods Visitation	0
SCED 367	Inclusive Instruction for Secondary Teachers	3

2. In July, 1998, the Maryland State Board of Education adopted regulations mandating all secondary/K-12 pre-and inservice teachers have six hours coursework in reading. All secondary education majors who complete the secondary education program will have satisfied the six hours course work in reading by program integration.

3. All secondary education majors are required to pass the following courses:

		Credits
SCED 426	Directed Teaching in the Secondary School	6
SCED 428	Directed Teaching in the Secondary School	6

4. Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100 day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Students will also be required to follow the University calendar with respect to attendance at the University Intern seminar. Interns are responsible for their own transportation to the PDS site.

5. All secondary/K-12 students in a program requiring Praxis II examinations for licensure must take the Maryland Praxis II tests for their content area prior to graduation.

Students may repeat education courses only once.

▸ Title II Accountability

Under federal Title II regulations, the University is required to report the pass rates of graduates who took required teacher certification tests for Maryland certification. Please see Appendix C.

General Information

▸ Challenge Exams, Nabb Center, History Club

Students interested in more detailed information regarding either a major or a minor in history should contact the department.

Challenge exams for introductory history courses are available to students who qualify. See the History Department. Students may not use courses to satisfy requirements both in the minor and in the major.

All students are encouraged to use the rich resources of the Nabb Research Center for Delmarva History and Culture, which enables intensive study in local history, family history, archaeology and folklore.

The History Department sponsors an active history social club which undertakes educational trips to historic sites and takes part in numerous collegial activities on campus.

Curriculum Guide: Bachelor of Arts in History

The following is a sample sequence of courses for freshmen majoring in history. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
PHEC 106	Personalized Health/Fitness	3
	*Social Science Requirement	3
	Group IIIA Elective	3-4
		15-16
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
	Social Science Requirement	3
	Group IIIA Elective	3-4
		12-13

* specific courses are listed on major check sheet

NOTE: All students must complete a minimum of 30 hours at the 300/400 level with grades of C or better.

INTERDISCIPLINARY STUDIES

Naomi Nash, Major Coordinator
410-543-6236

The Fulton School of Liberal Arts offers a major in interdisciplinary studies leading to the Bachelor of Arts or Bachelor of Science. The major accommodates students who wish to develop programs of study in two or more disciplines or create a major in an area of study not offered by any traditional major at SU. This program allows students to create an individual and flexible major that is best suited to their interests or career goals. Most importantly, this program gives students the opportunity to integrate information across disciplines to help gain a more complete understanding of the chosen area of study.

Students must complete a minimum of 30 semester hours in 300/400-level courses from an approved program with grades of C or better; a minimum of 15 hours of upper-division work with C or better grades must be completed at Salisbury University. No more than 18 semester hours of upper-division courses completed prior to program approval may be credited toward the major. No more than two of the courses used to meet the interdisciplinary studies major may be used to meet minor requirements.

Students may select to complete the interdisciplinary studies major through individually designed tracks or through approved tracks.

Individually Designed Tracks

Students wishing to major in interdisciplinary studies using two or three traditional disciplines should contact the interdisciplinary studies major coordinator, who will coordinate the development of the student's proposed program of study. The student will also meet with designated representatives of their chosen areas of study to discuss and develop a selection of courses that best fits the goals of the student. The student must follow these guidelines in order to complete an approved program:

1. Students must choose two or three subject areas in which to complete the required 30 upper-division semester hours. These subject areas will include traditional disciplines at the University. An example of a program would be combining courses from biology and psychology for a student interested in neuroscience.
2. The program proposal must include a rationale for the cohesion of the areas of study and describe any potential career goals suitable for the program proposal.
3. Program proposals must list any lower-division prerequisites to the courses chosen for the interdisciplinary studies major.
4. Upper-division courses (300/400 level) completed prior to receiving program approval may or may not be used for the interdisciplinary studies major, and no more than 18 such hours may be credited toward the major.
5. Program proposals must be approved by designated representatives from the chosen subject areas before final approval is given by the coordinator of interdisciplinary studies.
6. Any deviation from programs must be approved in writing by both the representative of the subject area and the major coordinator of interdisciplinary studies.

Anthropology Track

Dr. Elizabeth Ragan, Program Coordinator
410-548-4502

Students majoring in interdisciplinary studies may choose a program in anthropology, administered by the History Department, offering subdisciplines in prehistory/archaeology, cultural anthropology, linguistic anthropology and physical anthropology. Anthropology examines empirical evidence for human evolution; the diversity of cultures, especially in small-scale societies; the relationship between language and culture; and the accumulated archaeological record of prehistoric and early historic societies.

Students interested in the interdisciplinary studies anthropology track should consult with the coordinator of anthropology. Requirements for the track include the following:

1. Complete a minimum of 39 semester hours with at least 21 hours in approved 300/400-level, anthropology-related courses with grades of C or better.
2. Complete the following core courses:

		Credits
ANTH 101	Introduction to Anthropology	3
ANTH 212	Cultural Anthropology	3
ANTH 250	Archaeology of Ancient Societies	3
ANTH 350	Physical Anthropology	3
ANTH 450	Comparative Cultures	3
ANTH 459	*Seminar in Anthropology	3
ANTH 497	Undergraduate Research	3

Additional courses may be drawn from anthropology and collateral areas including the following:

		Credits
ANTH 215	Religion, Magic and Witchcraft	3
ANTH 300	*Topics in Anthropology	3
ANTH 355	North American Indian	3
ANTH 400	Individual Directed Study	3
ANTH 410	Archaeological Field Methods	6
BIOL 105	Biology and Society	3
BIOL 215	Human Anatomy and Physiology I	4
ENGL 240	Introduction to the Study of Language	3
GEOG 105	Introduction to Physical Geography	4
GEOG 202	Cultural Geography	3
GEOG 319	Geographic Information Science	4
GEOL 103	Introduction to Physical Geology	4
HIST 300	Historic Archaeology of Maryland's Eastern Shore	3
HIST 319	Roman History	3
HIST 370	Greek History	3
HIST 371	Introduction to Classical Mythology	3
HIST 395	Material Culture Studies in American History	3
HIST 471	Bronze Age Aegean	3
HIST 472	*Studies in Classical Archaeology	3
HIST 473	Roman Archaeology	3
HIST 474	History of Ancient Egypt	3
HIST 475	Greek Archaeology	
HIST 480	Museum Studies	3

* may be taken twice under different subtitles

Business Administration Track

Naomi Nash, Program Coordinator
410-543-6236

Students majoring in interdisciplinary studies may choose a program which combines business administration courses with up to two other areas of study. The track offers students an opportunity to combine their passion in the arts or sciences with a generalist business background.

Students interested in the interdisciplinary studies business administration track should consult with the program coordinator. Students must complete a minimum of 30 semester hours at the 300/400 level with grades of C or better in all courses. No more than 15 semester hours may be used from the business administration track in order to complete the interdisciplinary studies major. The other academic disciplines and semester hours must be approved by the program coordinator. Students majoring in interdisciplinary studies business administration track may not have a minor from the Perdue School. Requirements for the business administration track include the following:

1. Students must include the following two courses in their program:

		Credits
MGMT 320	Management and Organizational Behavior	3
MKTG 330	Principles of Marketing	3

2. Students must select one of the following two courses:

		Credits
FINA 311	Financial Management	3
or		
INFO 326	Production and Operations Management	3

3. Students must select two of the following courses:

		Credits
ACCT 302	Cost Accounting	3
BUAD 345	Purchasing and Materials Management	3
FINA 440	Corporate Finance	3
or		
FINA 441	Investments I	3
INFO 385	Telecommunication Systems Management	3
MKTG 333	Sales Management I	3
or		
MKTG 334	Retailing	3
MGMT 428	Entrepreneurship	3

4. Complete a minimum of 15 semester hours of approved coursework from another discipline to combine with the business administration coursework for the interdisciplinary studies major.

Ethnic and Intercultural Studies Track

Dr. Timothy Dunn, Program Coordinator
410-543-6432

Students majoring in interdisciplinary studies may choose a program in ethnic and intercultural studies. The Ethnic and Intercultural Studies Track is intended for any student interested in ethnic studies, area studies or comparative studies. The track options offer a variety of courses in three substantive areas: United States Minorities Option consists of courses that emphasize ethnic an minority relations in the United States only. The Cultural Area Studies Option contains courses that focus on a limited geographic area and its culture. The Intercultural and Comparative Culture Studies Option contains courses that are expressly either comparative and/or global in scope.

Students interested in the Ethnic and Intercultural Studies Track should consult with the coordinator of ethnic and intercultural studies. Students must complete course work from the following with a minimum of 30 semester hours at the 300/400 level with grades C or better in all courses. Nor more than nine credit hours from one department may be used to complete the track.

▸ Core Requirements

Complete 12 hours from the following, select two courses from Group 1 and one course from Groups 2 and 3.

Group 1:

		Credits
CMAT 300	Intercultural Communication	3
ENGL 433	Language and Culture	3
PHIL 209	Philosophy and Culture	4
PSYC 410	Multicultural Issues in Psychology	3

Group 2:

SOCI 250	Race Relations in Global Perspective	3
SOCI 331	Racial and Cultural Minorities	3

Group 3:

HIST 387	Racism and Discrimination	3
HIST 440	Minority Groups in United States History	3

▸ Track Options Requirement

Complete at least 18 credits hours from the courses listed below. Select 18 credits from one option or select 18 credits from all options listed for a more general major. Courses selected to complete the core may not be used to complete the option requirements. However, courses not selected to complete the core requirements may be used to complete the option requirements. Special topics courses that address the goals of the major may be eligible for major credit with approval by the ethnic and intercultural studies coordinator.

United States Minorities

		Credits
ANTH 355	North American Indian	3
ENGL 338	Literature of the Queer	3
ENGL 383	African-American Literature	3
ENGL 384	Native American Literature	3
ENGL 385	Ethnic Literature in America	3
HIST 440 *	Minority Groups in United States History	3
HIST 445	African-American History	3
HIST 446	Readings in African-American History	3
PHIL 320	African American Philosophy	4
POSC 450	Civil Rights and Liberties	4
SOCI 320	Social Movements	3
SOCI 331*	Racial and Cultural Minorities	3

* if not taken to fulfill core requirements

Cultural Area Studies

ENGL 365	Literature of the Third World	3
FREN 316	French Culture and Civilization	3
FREN 317	French Culture and Civilization II	3
FREN 322	French for Business	3
FREN 350	Rise and Fall of Sensuality from Middle Ages to 1700	3
FREN 351	French Literature of Protest in Translation (1700-1970)	3
GEOG 310	Regional Geography of Europe	3
GERM 350	German Short Story	3
HIST 332	National History of Mexico	3
HIST 334	Colonial Latin America	3
HIST 340	History of Africa to 1870	3
HIST 341	History of Africa 1870-Present	
HIST 350	The Middle East to 1800	3
HIST 355	The Middle East Since 1800	3
HIST 362	Chinese Civilization	3
HIST 460	History of China Since 1800	3
PHIL 312	Introduction to Asian Philosophy	4
POSC 310	Comparative European Government	4
POSC 311	Comparative Government of Developing Nations	4
POSC 417	Russia and the Soviet Union	4
SPAN 315	Spanish Culture and Civilization	3
SPAN 316	Latin American Culture and Civilization	3
SPAN 322	Spanish for Business	3
SPAN 330	Topics in Hispanic Literature in Translation	3
SPAN 335	Survey of Spanish Literature	
SPAN 336	Survey of Latin American Literature	3
SPAN 403	Hispanic Culture through Literature	3
SPAN 410	Topics in Hispanic Literature	3

Intercultural and Comparative Cultural Studies

ANTH 450	Comparative Cultural Studies	3
CMAT 300 *	Intercultural Communication	3
ENGL 366	World Mythology	3
ENGL 367	Folklore and Folklife	3
ENGL 433 *	Language and Culture	3
ENGL 438	Bilingualism	3
HIST 327	Habsburg Empire, 1740-1918	3
HIST 387 *	Racism and Discrimination	3
MUSC 409	Introduction to Ethnomusicology	3
PHIL 325	Philosophy of Religion	4
POSC 313	Comparative Politics of the Middle East	4
PSYC 410 *	Multicultural Issues in Psychology	3
SOCI 318	Sociology of Religion	3

* if not taken to fulfill core requirement

The following 100- and 200-level courses are free electives, counting toward graduation only:

		Credits
ANTH 212	Cultural Anthropology	3
ANTH 215	Religion, Magic and Witchcraft	3
GEOG 101	World Geography: Europe and Asia	3
GEOG 102	World Geography: Africa and the Americas	3
GEOG 202	Cultural Geography	3
HIST 210	Introduction to World Religions	3
HIST 225	Holocaust: The Extermination of European Jews	3
IDIS 250	Comparative Religions	3
MDFL 241	The French People	3
MDFL 245	The German People	3
MDFL 246	The Russian People	3
MDFL 248	Studies in Contemporary Cultures	3
MUSC 111	The Development of Popular Music in American Culture	3
POSC 213	War and Peace in the Middle East	4

Eligibility of topics courses, studies courses or language courses not listed above will be determined through review of syllabi by the ethnic and intercultural studies coordinator at the request of students and/or faculty.

Gender Studies Track

Dr. Sarah Case, Program Coordinator
410-677-3251

Students majoring in interdisciplinary studies may choose a track in gender studies. This track investigates how gender identities have developed over time and how women's and men's roles have been produced and shaped by social institutions, such as politics, religion, family, sexuality, media and arts. It will examine how our present day notions of femininity, masculinity, womanhood and manhood have developed and changed and how gender shapes past and present day social roles, behavior and culture.

Students interested in this track should consult the coordinator of gender studies. Requirements for the track include the following:

Students must complete coursework from the following in at least four different disciplines with a minimum of 30 semester hours at the 300/400 level with grades of C or better.

1. Interdisciplinary Core: Students must complete at least five courses (15 credits) from the following:

		Credits
ENGL 461	Feminist Literature and Theory	3
HIST 377	Women in Early American History	3
HIST 378	Women in Modern America	3
PHIL 316	Philosophy and Feminism	4
PSYC 334	Psychology of Women	3
PSYC 336	Psychology of Men	3
SOCI 314	Sociology of Gender	3
SOCI 363	Women and Development	3

2. Interdisciplinary Electives: Students must complete at least four courses (12 credits from the following):

		Credits
IDIS 213	Introduction to Gender Studies	3
ART 335	Women in Art	4
CMAT 304	Communication, Gender and Culture	3
ENGL 300	Studies in English (approved topics)	3
ENGL 338	Literature of the Queer	3
ENGL 342	Women in Literature	3
ENGL 386	American Women Writers of Color	3
PHIL 310	Philosophical Topics (approved topics)	4
PSYC 325	Psychology of Sexuality	3
XXXX XXX	Independent study or internship - with approval	3

3. Capstone Seminar: (spring only) 3 credits:

		Credits
IDIS 485	Gender Studies Capstone Seminar	3

INTERNATIONAL STUDIES

Department of Political Science

Dr. Greg Cashman, Program Coordinator
410-543-6247

Students majoring in international studies must complete a minimum of 42 credit hours, which is divided into a 12-hour interdisciplinary core, three hours from a foreign academic experience and a 27-hour concentration in either international relations, global cultural studies or international political economy. The first two concentrations include a nine-hour regional specialization. All courses in the major must be completed with grades of C or better.

▸ Core (12 hours)

		Credits
POSC 210	Introduction to International Relations	4
ECON 212	Macro-Economic Principles (Required for IPC concentration) (Prerequisite ECON 211)	3
or		
ECON 150	Principles of Economics	3
GEOG 101	World Geography: Europe and Asia	3
or		
GEOG 102	World Geography: Africa and the Americas	3
SOCI 250	Race Relations in Global Perspective	3
or		
PHIL 209	Philosophy and Culture	4

▸ Foreign Academic Experience

Students must take a minimum of three credits of foreign academic experience approved by the international studies advisor. These credits may be from internships at foreign institutions, academic study for credit at foreign institutions, academic courses offered by SU at foreign locations, or travel abroad courses based at Salisbury University or other universities. Travel abroad courses at SU include, but are not limited to: ACCT 430: Accounting in its Global Setting, ART 399: International Field Study, BUAD 386: Business in its Global Setting, ENGL 399: International Studies in Literature, GEOG 399: International Field Study, HIST 399: International Field Study, MDFL 399: International Field Study or POSC 390: International Field Study.

▸ Language Requirement

Students must demonstrate mid-level proficiency in a non-English language by completing a 202-level language course with a grade of C or better or by scoring above 202-level on a placement test.

▸ Concentrations

Twenty-seven hours must be taken within one of three concentrations: international relations, global cultural studies or international political economy. At least 15 credits must be taken at the 300-400 level.

International Relations Concentration

Select 27 hours from courses in a least three different disciplines, to include nine credits from group one, six credits from group two and three, and six hours of electives from any of the four groups. At least 15 credits must be taken at the 300-400 level.

This concentration requires a nine-hour regional specialization in courses from at least two different departments (see regional specializations courses below). Regional specializations include Europe, Russia/Central Europe, Africa, Asia, Latin America and the Middle East. The hours may be taken from courses used to satisfy the other concentration requirements and is a non-additive requirements. Students must also take at least three hours in a geographic area outside this regional specialization.

Group One: Fundamental and Theoretical Approaches to International Politics - nine hours

		Credits
CADR 301	International Conflict	3
POSC 408	Political Violence and Terrorism	4
POSC 409	Causes of War	4
POSC 411	International Law	4
POSC 413	International Political Economy	4
POSC 415	The United Nations System	4
SOCI 210	Introduction to Global Sociology	3

Group Two: International and Comparative Politics of States and Regions - six hours

		Credits
POSC 213	War and Peace in the Middle East	4
POSC 215	American Foreign Policy	4
POSC 310	Comparative European Government	4
POSC 311	Comparative Government of Developing Nations	4
POSC 313	Comparative Politics of the Middle East	4
POSC 417	Russia and the Soviet Union	4

Group Three: Historical, Geographic and Economic Context - six hours

		Credits
ECON 411	Economic Development (prerequisites: ECON 211 and 212)	3
ECON 441	International Economics (prerequisites ECON 211 and 212)	3
GEOG 101	World Geography: Europe and Asia	3
or		
GEOG 102	World Geography: Africa and the Americas (100-level World Geography course not taken in core)	3 3
GEOG 203	Economic Geography	3
GEOG 310	Regional Geography of Europe	3
HIST 224	Hitler and the Third Reich	3
HIST 225	Holocaust	3
HIST 323	Europe in the 19th Century	3
HIST 324	German History Since 1815	3
HIST 332	National History of Mexico	3
HIST 335	Modern Latin America 1800-Present	3
HIST 341	History of Africa: 1870 to Present	3
HIST 355	Middle East Since 1800	3
HIST 364	Modern Japan	3
HIST 401	U.S. Foreign Relations	3
HIST 421	Europe in the 20th Century	3
HIST 424	Modern Russia	3
HIST 451	World War I	3
HIST 452	World War II	3
HIST 453	The Cold War: A Global History	3
HIST 460	History of China Since 1800	3

Group Four: Social and Cultural Context (for electives and regional specialization)

		Credits
ANTH 450	Comparative Cultures	3
CADR 225*	Sociology of Conflict and Nonviolence	3
CADR 302	Cross-cultural Conflict Analysis and Intervention	3
CMAT 300	Intercultural Communication	3
CMAT 337	International Media Systems	3
ENGL 365	Literature of the Third World	3
ENGL 404	International Cinema	3
ENGL 433	Language and Culture	3
FREN 316	French Culture and Civilization I	3
FREN 317	French Culture and Civilization II	3
FREN 325	Francophone Culture Through Literature	3
GERM 350	German Short Stories	3
HIST 210	Introduction to World Religions	3
MDFL 241	The French People	3
MDFL 245	The German People	3
MDFL 246	The Russian People	3
PHIL 209	Philosophy and Culture (if not taken in core)	4
PHIL 301	Violence and Nonviolence	4
SOCI 225*	Sociology of Conflict and Nonviolence	3
SOCI 250	Race Relations in Global Perspective (if not taken in core)	3
SOCI 319	Globalization and Social Change	3
SOCI 363	Women and Development	3
SPAN 315	Spanish Culture and Civilization	3
SPAN 316	Latin American Culture and Civilization	3
SPAN 330	Topics in Hispanic Literature in Translation	3
SPAN 335	Survey of Spanish Literature	3
SPAN 336	Survey of Latin American Literature	3
SPAN 403	Hispanic Culture Through Literature	3

*Cannot receive credit for both CADR 225 and SOCI 225.

Global Cultural Studies Concentration

Select 27 hours from courses in at least three disciplines, to include nine credits from at least two disciplines in group one, six credits from group two, six credits from group three, three credits from group four and three hours of elective credit from any group. At least 15 credits must be taken at the 300-400 level.

This concentration requires a nine-hour regional specialization in courses from two different departments (see regional specialization courses below). Regional specializations include Europe, Russia/Central Europe, Africa, Asia, Latin America and the Middle East. The hours may be taken from courses used to satisfy the other concentration requirements and is a non-additive requirement. Students must also take at least three hours in a geographic area outside this regional specialization.

Group One: General Approaches to Understanding Culture - nine hours from at least two disciplines

		Credits
ANTH 212	Cultural Anthropology	3
ANTH 450	Comparative Cultures	3
CADR 302	Cross-cultural Conflict Analysis and Intervention	3
CMAT 300	Intercultural Communication	3
CMAT 337	International Media Systems	3
ENGL 433	Language and Culture	3
GEOG 202	Cultural Geography	3
HIST 210	Introduction to World Religions	3
IDIS 250	Comparative Religions	3
PHIL 209	Philosophy and Culture (if not used in the core)	4
SOCI 250	Race Relations in Global Perspective (if not used in the core)	3

Group Two: Looking at Cultures Through the Humanities - six hours

		Credits
ENGL 365	Literature of the Third World	3
ENGL 404	International Cinema	3
MDFL 241	The French People	3
FREN 316	French Culture and Civilization I	3
FREN 317	French Culture and Civilization II	3
FREN 325	Francophone Culture Through Literature	3
GERM 350	German Short Stories	3
MDFL 245	The German People	3
MDFL 246	The Russian People	3
MUSC 220	Introduction to Music of the World	3
PHIL 312	Introduction to Asian Philosophy	4
PHIL 323	Buddhist Philosophy	4
PHIL 324	Topics in Asian Philosophy	4
POSC 399	Honors Interdisciplinary: Russian Politics Through Literature	4
SPAN 315	Spanish Culture and Civilization	3
SPAN 316	Latin American Culture and Civilization	3
SPAN 330	Topics in Hispanic Literature in Translation	3
SPAN 335	Survey of Spanish Literature	3
SPAN 336	Survey of Latin American Literature	3
SPAN 403	Hispanic Culture Through Literature	3

Group Three: Geographic, Historical and Political Contexts - six hours

		Credits
GEOG 101	World Geography: Europe and Asia (if not taken in core)	3
or		
GEOG 102	World Geography: Africa and the Americas (if not taken in core)	3
GEOG 203	Economic Geography	3
GEOG 310	Regional Geography of Europe	3
HIST 210	Introduction to World Religions	3
HIST 324	German History Since 1815	3
HIST 332	National History of Mexico	3
HIST 335	Modern Latin America 1800-Present	3
HIST 341	History of Africa: 1870 to Present	3
HIST 355	The Middle East Since 1800	3
HIST 364	Modern Japan	3
HIST 421	Europe in the 20th Century World	3
HIST 424	Modern Russia	3
HIST 453	The Cold War: A Global History	3
HIST 460	China Since 1800	3
POSC 310	Comparative European Government	4
POSC 313	Comparative Politics of the Middle East	4
POSC 408	Political Violence and Terrorism	4
POSC 411	International Law	4
POSC 415	The United Nations System	4
POSC 417	Russia and the Soviet Union	4

Group Four: Issues in Political, Economic and Social Development - three hours

		Credits
ECON 411	Economic Development (prerequisites: ECON 211 and 212)	3
POSC 311	Comparative Government of Developing Nations	4
POSC 413	International Political Economy	4
SOCI 210	Introduction to Global Sociology	3
SOCI 319	Globalization and Social Change	3
SOCI 322	Population Studies	3
SOCI 363	Women and Development	3

International Political Economy Concentration

Select 27 hours from at least three different disciplines, to include 12 credits from group one, six credits from group two, six from group three and three credits of electives from any group. Students taking the IPE concentration must take ECON 212 in the core instead of ECON 150. At least 15 credits must be taken at the 300-400 level.

Group One: Economics - 12 hours

Required courses:		Credits
ECON 211	Micro-Economic Principles	3
ECON 441	Introduction to International Economics	3

Select two other courses:

ECON 305*	Intermediate Macro-Theory	3
ECON 306*	Intermediate Micro-Theory	3
ECON 402	Comparative Economic Systems	3
ECON 411	Economic Development	3

*Prerequisites: MATH 155, 160 or 201 and ECON 211, 212

Group Two: Global Political Institutions and Political Economy - six hours

Required course:

		Credits
POSC 413	International Political Economy	4

Select one other course:

POSC 311	Comparative Government of Developing Nations	4
POSC 415	The United Nations System	4
SOCI 210	Introduction to Global Sociology	3

Group Three: Historical, Political, Cultural and Geographic Settings - six hours

		Credits
ANTH 450	Comparative Cultures	3
CADR 302	Cross-cultural Conflict Analysis and Intervention	3
CMAT 337	International Media Systems	3
ENGL 365	Literature of the Third World	3
ENGL 404	International Cinema	3
ENGL 433	Language and Culture	3
FREN 315	French Culture and Civilization I	3
FREN 316	French Culture and Civilization II	3
FREN 325	Francophone Culture Through Literature	3
GEOG 101	World Geography: Europe and Asia (if not used in core)	3
GEOG 102	World Geography: Africa and the Americas (if not used in core)	3
GEOG 203	Economic Geography	3
GEOG 310	Regional Geography of Europe	3
GERM 350	German Short Stories	3
HIST 210	Introduction to World Religion	3
HIST 224	Hitler and the Third Reich	3
HIST 324	German History Since 1815	3
HIST 332	National History of Mexico	3
HIST 335	Modern Latin America 1800-Present	3
HIST 341	History of Africa from 1800	3
HIST 355	The Middle East Since 1800	3
HIST 364	Modern Japan	3
HIST 421	Europe in the 20th Century	3
HIST 424	Modern Russia	3
HIST 453	The Cold War: A Global History	3
HIST 460	China Since 1800	3
MDFL 241	The French People	3
MDFL 245	The German People	3
MDFL 246	The Russian People	3
PHIL 312	Introduction to Asian Philosophy	4
POSC 310	Comparative European Government	4
POSC 313	Comparative Politics of the Middle East	4
POSC 408	Political Violence and Terrorism	4
POSC 411	International Law	4
POSC 417	Russia and the Soviet Union	4
SOCI 250	Race Relations in Global Perspective (if not used in the core)	3
SOCI 319	Globalization and Social Change	3
SOCI 363	Women and Development	3
SPAN 315	Spanish Culture and Civilization	3
SPAN 316	Latin American Culture and Civilization	3
SPAN 330	Topics in Hispanic Literature in Translation	3
SPAN 335	Survey of Spanish Literature	3
SPAN 336	Survey of Latin American Literature	
SPAN 403	Hispanic Culture Through Literature	3

Regional Specialization Courses

(For International Relations Concentration and Global Cultural Studies Concentration)

		Credits
Asia:		
HIST 362	Chinese Civilization	3
HIST 363	Japanese Civilization	3
HIST 364	Modern Japan	3
HIST 460	History of China Since 1800	3
PHIL 312	Introduction to Asian Philosophy	4
PHIL 323	Buddhist Philosophy	4
PHIL 324	Topics in Asian Philosophy	4
GEOG 101	World Geography: Europe and Asia	3
Latin America:		
HIST 332	National History of Mexico	3
HIST 335	Modern Latin America 1800-Present	3
SPAN 316	Latin American Culture and Civilization	3
SPAN 330	Topics in Hispanic Literature in Translation	3
SPAN 336	Survey of Latin American Literature	3
SPAN 403	Hispanic Culture Through Literature	3
GEOG 102	World Geography: Africa and the Americas	3
Africa:		
GEOG 102	World Geography: Africa and the Americas	3
HIST 340	History of Africa to 1870	3
HIST 341	History of Africa: 1870 to Present	3
Europe:		
ENGL 358	British Literature III: 1945 to Present	3
ENGL 479	Contemporary Trends in British Literature	3
FREN 305	Short Fiction in French in Translation	3
FREN 316	French Culture and Civilization I	3
FREN 317	French Culture and Civilization II	3
FREN 325	Francophone Culture Through Literature	3
GEOG 101	World Geography: Europe and Asia	3
GEOG 310	Regional Geography of Europe	3
GERM 350	German Short Stories	3
HIST 224	Hitler and the Third Reich	3
HIST 225	Holocaust: The Extermination of the European Jews	3
HIST 311	History of England and Great Britain, 1702 to the Present	3
HIST 312	History of Ireland in Modern Times	3
HIST 323	Europe in the 19th Century	3
HIST 324	German History Since 1815	3
HIST 325	History of European Revolutions Since 1815	3
HIST 421	Europe in the 20th Century	3
HIST 451	World War I	3
HIST 452	The Second World War: A Global History	3
MDFL 241	The French People	3
MDFL 245	The German People	3
POSC 310	Comparative European Government	4
SPAN 309	Summer Program in Spain	3
SPAN 315	Spanish Culture and Civilization	3
SPAN 330	Hispanic Literature in Translation	3
SPAN 335	Survey of Spanish Literature	3
SPAN 403	Hispanic Culture Through Literature	3
Russia/Central Europe:		
GEOG 310	Regional Geography of Europe	3
HIST 225	Holocaust: The Extermination of the European Jews	3
HIST 421	Europe in the 20th Century	3
HIST 424	Modern Russia	3
MDFL 246	The Russian People	3
POSC 399	Honors Interdisciplinary: Russian Politics Through Literature	4
POSC 417	Russia and the Soviet Union	4
Middle East:		
HIST 355	The Middle East Since 1800	3
POSC 213	War and Peace in the Middle East	4
POSC 313	Comparative Politics of the Middle East	4

Curriculum Guide: Bachelor of Arts in International Studies

There are three concentrations in the international studies major. This sample sequence is for the concentration in international relations (IR). The following is a sample sequence of courses for freshmen students majoring in international studies. Information regarding course requirements and sequence beyond the freshman year is available upon request from the Political Science Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
PHEC 106	Personal Health/Fitness	3
GEOG 101 or	World Geography: Europe and Asia	3
GEOG 102	World Geography: Africa and Americas	3
	Group IB Elective	3
		15
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
POSC 210	Introduction to International Relations	4
	Group IIB Elective	3
	Group IIIA Elective	4
		17

MUSIC

Department of Music

Dr. Linda Cockey, Chair
410-543-6385

All students who wish to be admitted to the Bachelor of Arts in music program must successfully pass a music audition and take a theory advisory test. While some students may wish to complete these admission requirements prior to enrollment at Salisbury University and immediately be admitted into the music program, other students may choose to begin as pre-music majors while preparing to complete their admission requirements sometime during their first year of applied study at Salisbury University. Admission and audition guidelines and procedures are available from the Music Department.

The Bachelor of Arts in music program is designed for students who wish to combine the study of music with other interests in a vibrant liberal arts environment. The program provides an extraordinarily broad range of study options, so that students enjoy the flexibility to pursue varied interests. In order that career choices are expanded and not limited, the degree program is divided into a menu of diverse study tracks.

Within the Bachelor of Arts in music program, students may pursue tracks in teacher certification, vocal or instrumental performance, or a traditional ("general") Bachelor of Arts in music curriculum. While all four tracks are constructed to enable students to pursue graduate study, if desired, the immediate goals of the tracks differ according to the varied needs of the student population they serve.

All students (including transfer students) enrolled in the Bachelor of Arts in music programs must complete all music courses with grades of C or better and maintain a grade point average of 2.5 in these courses to remain in good standing with the program.

Students completing the major in the Teacher Certification Track must complete all music and education courses with grades of C or better and maintain a grade point average of 2.75 to remain in good standing with the program.

B.A. in Music Curriculum

1. Complete 26 credits of core courses:

		Credits
MUSC 203	Theory I	3
MUSC 311	Music Perception I	1
MUSC 204	Theory II	3
MUSC 312	Music Perception II	1
MUSC 303	Theory III	3
MUSC 313	Music Perception III	1
MUSC 304	Theory IV	3
MUSC 314	Music Perception IV	1
MUSC 305	Music History I	3
MUSC 306	Music History II	3
MUSC 425	Form & Analysis	2
MUSA 205	Piano I	1
MUSA 206	Piano II	1
(MUSA 390.006: two semesters may be substituted for MUSA 205, 206)		
	Piano Proficiency Exam	0

2. Complete one of the following tracks: B.A. in Music - Traditional, B.A. in Music - Vocal Performance, B.A. in Music - Instrumental Performance or B.A. in Music - Teacher Certification.

Bachelor of Arts in Music - Traditional Track

The traditional Bachelor of Arts in music curriculum is designed to provide students with a broad-based knowledge of music that will prepare students for further study in music or in another career.

Complete the following requirements:

1. Complete four semesters of ensembles (four credit hours). Two semesters of MUSA 131 Accompanying is required of all keyboard majors. Two semester must be in Orchestra (MUSA 105), Concert Band (MUSA 107) or University Chorale (MUSA 100).
2. Complete six semesters (minimum) of applied music with jury exam after each semester:

		Credits
MUSA 138	Applied Music I	1
MUSA 139	Applied Music II	1
MUSA 238	Applied Music III	1
MUSA 239	Applied Music VI	1
MUSA 338	Applied Music V	1
MUSA 339	Applied Music VI	1
MUSA 391	Performance Class (must be taken in conjunction with each level of applied study)	0

3. Complete the following:

		Credits
MUSA 498	Senior Project	3

4. Complete 13 credits of music electives.
5. Complete 24 credits of free electives (non-music).

Vocal Performance Track

This track is designed for students who aspire to careers in performance, whether as a soloist or as a member of a performance ensemble.

Complete the following requirements:

1. Eight semesters of large ensembles (eight credit hours). A minimum of four semesters must be in Orchestra (MUSA 105), Concert Band (MUSA 107) or University Chorale (MUSA 100). The remaining semesters may be in any of the large ensembles, including Jazz Ensemble and Improvisation (MUSA 102) or Musical Theatre Workshop (MUSA 104).
2. Four semesters of small ensembles (four credit hours).
3. Eight semesters of applied music with jury exam after each semester:

		Credits
MUSA 138	Applied Music I	2
MUSA 139	Applied Music II	2
MUSA 238	Applied Music III	2
MUSA 239	Applied Music VI	2
MUSA 338	Applied Music V	2
MUSA 339	Applied Music VI	2
MUSA 438	Applied Music VII	2
MUSA 439	Applied Music VIII	2
MUSA 391	Performance Class (must be taken in conjunction with each level of applied study)	0
	Junior Recital (half)	0
	Senior Recital (full)	0

4. Complete the following:

		Credits
MUSC 310	Conducting and Score Reading	1
MUSC 213	Singer's Diction I	1
MUSC 214	Singer's Diction II	1
MUSC 420	History of the Art Song	3
MUSC 318	Wellness in Performance	3
MUSC XXX	Approved Music Lit. or Theory Elective	3

5. Complete three credits of a foreign language for General Education Group IB requirements with a grade of C or better.
6. Complete 10 credits of music electives.

Instrumental Performance Track

This track is designed for students who aspire to careers in performance, whether as concert soloists or as members of performance ensembles.

Complete the following requirements:

1. Complete eight semesters of large ensembles (eight credit hours). Two semesters of MUSA 131 Accompanying is required of all keyboard majors. A minimum of four semesters must be in Orchestra (MUSA 105), Concert Band (MUSA 107) or University Chorale (MUSA 100). The remaining semesters may be in any of the large ensembles, including Jazz Ensemble and Improvisation (MUSA 102) or Musical Theatre Workshop (MUSA 104).
2. Complete four semesters of small ensembles (four credit hours).
3. Complete eight semesters of applied music with jury exam after each semester:

		Credits
MUSA 138	Applied Music I	2
MUSA 139	Applied Music II	2
MUSA 238	Applied Music III	2
MUSA 239	Applied Music VI	2
MUSA 338	Applied Music V	2
MUSA 339	Applied Music VI	2
MUSA 438	Applied Music VII	2
MUSA 439	Applied Music VIII	2
MUSA 391	Performance Class (must be taken in conjunction with each level of applied study)	0
	Junior Recital (half)	0
	Senior Recital (full)	0

4. Complete the following:

		Credits
MUSC 310	Conducting and Score Reading	1
MUSC 441	Instrumental Literature	3
or		
MUSC 403	History of the Pianoforte and Its Literature	3
MUSC 318	Wellness in Performance	3
	Approved Music Literature or Theory Elective	3

5. Complete 12 credits of music electives.

Teacher Certification Track

The teacher certification program is designed for students who wish to pursue careers in music education in a classroom setting and seeks to equip students to meet certification requirements in the public schools. This is a Maryland state-approved comprehensive, K-12 degree program that gives backgrounds in both choral and instrumental music. Students complete coursework through the Department of Music and the Department of Education Specialties.

Complete the following requirements:

1. Seven semesters of ensembles (seven credit hours). Two semesters of MUSA 131 Accompanying is required of all keyboard majors. A minimum of four semesters must be in Orchestra (MUSA 105), Concert Band (MUSA 107) or University Chorale (MUSA 100). The remaining semesters may be in any of the large ensembles, including Jazz Ensemble and Improvisation (MUSA 102) or Musical Theatre Workshop (MUSA 104).
2. Seven semesters of applied music with jury exam after each semester:

		Credits
MUSA 138	Applied Music I	2
MUSA 139	Applied Music II	2
MUSA 238	Applied Music III	2
MUSA 239	Applied Music VI	2
MUSA 338	Applied Music V	2
MUSA 339	Applied Music VI	2
MUSA 438	Applied Music VII	2
MUSA 391	Performance Class (must be taken in conjunction with each level of applied study)	0
	Senior Recital (half)	0
MUSC 310	Conducting and Score Reading	1

▸ Music Method Requirements

		Credits
MUSA 108	Voice (instrumental)	1
or		
MUSC 213	Singer's Diction I (voice)	1
and		
MUSC 214	Singer's Diction II (voice)	1
MUSC 308	Instrumental Methods	2
MUSC 309	Choral Techniques and Methods	2
MUSC 310	Conducting and Score Reading	1
MUSC 413	Advanced Conducting and Score Reading	2
MUSC 426	Arranging for Voices and Instruments	2
Instrumental Techniques:		
MUSC 215	Woodwinds	1
MUSC 216	Percussion	1
MUSC 217	Strings	1
MUSC 218	Brass	1

Complete Seidel School of Education requirements with grades of C or better (exception: PSYC 101):

		Credits
CMAT 250	Instructional Communication	3
PSYC 101	General Psychology	3
EDUC 210	School in a Diverse Society	3
EDUC 300	Development and Learning	3

In order to enroll in the professional education program courses, students must meet the following requirements:

1. Apply for formal admission to the professional program.
2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in music, including transfer credits.
4. Show satisfactory results on the Praxis I examination as defined by the Maryland State Department of Education.
5. Submit at least three positive recommendations from faculty in departments other than education.
6. Obtain written approval of the application from their advisor(s).

▸ Admission to Internship

Prior to the internship, secondary education students must do the following:

1. Complete the written application for the internship.
2. Complete a minimum of 90 credits including methods and at least 24 credit hours of the academic major (secondary and K-12 programs).
3. Have an overall GPA of at least 2.50 including transfer credit.
4. Have a minimum GPA of at least 2.75 in academic major courses as defined by each academic department.
5. Have a minimum GPA of 2.75 in professional education courses with no grade below C.
6. Submit two positive recommendations from faculty in education and the major advisor.
7. Obtain verification of completion of these requirements from the director of field experiences.

▸ Additional Requirements

1. To be eligible for the internship, all students enrolled in a secondary program or in the music K-12 program must complete the appropriate two sequenced method courses for the content major and the following courses in education with grades of C or better. Students may repeat EDUC/SCED courses only once.

		Credits
EDUC 319	Technology in Education	1
or		
EDUC 318	Computers in Education	3
SCED 367	Inclusive Instruction for Secondary Teachers	3
ELED 309	Classroom Visitations (co-requisite with ELED 419)	0
ELED 419	Teaching Music and Reading in the Elementary Schools	3
SCED 339	Secondary/K-12 Methods Visitation (co-requisite with SCED 429)	0
SCED 429	Teaching Music and Reading in the Secondary Schools	3
SCED 433	Reflection and Inquiry in Teaching Practice	3

2. In July, 1998, The Maryland State Board of Education adopted regulations mandating all secondary/K-12 pre- and-in-service teachers have six hours coursework in reading. All music majors who complete the K-12 certification program will have satisfied the six hours coursework in reading by program integration.
3. All music education majors are required to pass the following courses:

		Credits
ELED 430	Directed Teaching in Music in the Elementary School	6
SCED 431	Directed Teaching in Music in the Secondary School	6

4. Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100 day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Students will also be required to follow the University calendar with respect to attendance at the University Intern seminar. Interns are responsible for their own transportation to the PDS site.
5. All secondary/K-12 students in a program requiring Praxis II examinations for licensure must take the Maryland Praxis II tests for their content area prior to graduation.

▸ Title II Accountability

Under federal Title II regulation, the University is required to report the pass rates of graduates who took required teacher certification tests for Maryland certification. Please see Appendix C.

General Information

▸ Lab Fees

There is a $200 per semester credit lab fee required of all students in applied music study (MUSA 390 and MUSA 138-439 sequence).

An additional lab fee is required for all other MUSA and MUSC courses from all students.

Curriculum Guide: Bachelor of Arts in Music

The following is a sample sequence of courses for freshmen students majoring in music. Information regarding course requirements and sequence beyond the freshman year is available upon request from the Music Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
MUSC 203	Theory I	3
MUSC 311	Music Perception I	1
MUSA 138*	Applied Music I	2
MUSA 391*	Performance Class	0
MUSA 205	Class Piano I	1
MUSA XXX	Ensemble - Large	1
	Elective	3
		17
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
MUSC 204	Theory II	3
MUSC 312	Music Perception II	1
MUSA 139*	Applied Music II	2
MUSA 391*	Performance Class	0
MUSA 206	Class Piano II	1
MUSA XXX	Ensemble - Large	1
	Elective	3
		17

*Pre-music students will take MUSA 390 instead of MUSA 138/MUSA 391 and MUSA 139/MUSA 391.

PHILOSOPHY

Department of Philosophy

Dr. Grace A. Clement, Chair
410-677-5070

The philosophy curriculum consists of the following 10 courses with minimum grades of C in each course; with at least five courses at the 300/400 level:

1. Complete one introductory-level course:

		Credits
PHIL 101	Introduction to Philosophy	4
or		
PHIL 103	Critical Thinking	4

2. Select three of the following classical core courses focusing on fundamental philosophical issues:

		Credits
PHIL 203	Ethics	4
PHIL 300	Philosophy of the Arts	4
or		
PHIL 450	Philosophical Concepts in Literature	4
PHIL 305	Political Philosophy	4
PHIL 325	Philosophy of Religion	4
or		
PHIL 402	The Problem of God	4

PHIL 330	Theory of Knowledge	4
or		
PHIL 335	Philosophy of Science	4
PHIL 408	Metaphysics	4

3. Select two history of philosophy courses with at least one from Group A:

		Credits
Group A		
PHIL 308	Ancient Philosophy	4
PHIL 309	Medieval Philosophy	4
PHIL 311	Modern Philosophy	4
Group B		
PHIL 312	Introduction to Asian Philosophy	4
PHIL 313	Studies in the History of Philosophy	4
PHIL 314	Seminar in the History of Philosophy	4
PHIL 322	Existentialism	4
or		
PHIL 405	Contemporary Continental Philosophy	4
PHIL 323	Buddhist Philosophy	4

4. Complete the following advanced course, in which students deal creatively with a philosophical issue:

		Credits
PHIL 475	Senior Seminar	4

5. Select three electives from any of the courses listed above or any of the following:

		Credits
PHIL 202	Symbolic Logic	4
PHIL 209	Philosophy and Culture	4
PHIL 301	Violence and Nonviolence	4
PHIL 304	Philosophy of Human Nature	4
PHIL 306	Animals and Ethics	4
PHIL 310	Philosophical Topics	4
PHIL 315	Life and Death Issues in Health Care	4
PHIL 316	Philosophy and Feminism	4
PHIL 318	Environmental Responsibility	4
PHIL 319	Law and Morality	4
PHIL 320	African-American Philosophy	4
PHIL 324	Topics in Asian Philosophy	4
PHIL 490	Independent Study	1-4
PHIL 497	Research in Philosophy	4

Curriculum Guide: Bachelor of Arts

In Philosophy

The following is a sample sequence of courses for students majoring in philosophy. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
PHIL 101	Introduction to Philosophy	4
or		
PHIL 103	Critical Thinking	4
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
	Group IIIA Elective	4
		14
PHIL XXX	Classical Core	4
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
	Group IIIB Elective	3
	Group IIB Elective	3
		16

SOPHOMORE YEAR		Credits
PHIL XXX	History of Philosophy Course (Group A)	4
PHEC 106	Personalized Health and Fitness	3
MATH XXX	Group IIIC Elective	3
	Group IIB Elective	3
	Elective	3
		16
PHIL XXX	Classical Core	4
ENGL XXX	Group IA Literature Course	3
	Group IIB Elective	3
	Group IIIA Elective	4
		14

JUNIOR YEAR		Credits
PHIL 314	Junior Seminar	4
or		
PHIL XXX	History of Philosophy Course (Group B)	4
	Group IB Elective	3
	Elective	3
	Elective	3
	Elective	3
		16
PHIL XXX	Classical Core	4
PHIL XXX	Philosophy Elective	4
	Elective	3
	Elective	3
		14

SENIOR YEAR		Credits
PHIL XXX	Philosophy Elective	4
	Elective	3
	Elective	3
	Elective	3
	Elective	3
		16
PHIL 475	Seminar in Philosophy	4
PHIL XXX	Philosophy Elective	4
	Elective	3
	Elective	3
		14

POLITICAL SCIENCE

Department of Political Science

Dr. Michael O'Loughlin, Chair
410-548-2149

All political science majors must meet the following requirements:

1. Complete with minimum grades of C at least 10 courses in political science with at least six courses at the 300/400 level.

2. Complete the following political science core:

		Credits
POSC 101	Introduction to Politics and Government	4
POSC 110	American National Government	4
POSC 300	Methods of Empirical Political Analysis	4

(POSC 101 and 110 should be taken in the freshman year and POSC 300 in the junior year.)

3. Complete an additional four courses with one course from each of the following fields (distribution requirements):

		Credits
Comparative Politics		
POSC 310	Comparative European Government	4
POSC 311	Comparative Government of Developing Nations	4
POSC 313	Comparative Politics of the Middle East	4
POSC 390	International Field Study	3-9
POSC 408	Political Violence and Terrorism	4
POSC 417	Russia and the Soviet Union	4
International Politics/Foreign Policy		
POSC 210	Introduction to International Relations	4
POSC 213	War and Peace in the Middle East	4
POSC 215	American Foreign Policy	4
POSC 409	Causes of War	4
POSC 411	International Law	4
POSC 413	International Political Economy	4
POSC 415	United Nations System	4
Political Theory		
POSC 200	Political Ideologies	4
POSC 370	Democracy	4
POSC 401	Political Theory	4
American Politics/Public Policy		
POSC 102	Contemporary Issues	4
POSC 202	State and Local Government in the U.S.	4
POSC 230	Judicial Process and Politics	4
POSC 301	Political Parties and Pressure Groups	4
POSC 315	The Presidency in American Politics	4
POSC 320	Public Policy Analysis	4
POSC 330	American Constitutional Development	4
POSC 340	Political Science Internship	3
POSC 341	Political Science Internship Seminar	3
POSC 360	Environmental Policy	4
POSC 430	The Congress in American Politics	4
POSC 440	Public Administration	4
POSC 450	Civil Rights and Liberties	4
POSC 460	Environmental Law	4

4. Satisfy the requirements below for the traditional major or the Applied Politics Track.

Traditional Major

In addition to core and distribution requirements, students must complete three additional courses in political science.

Applied Politics Track

In addition to core and distribution requirements, students must meet the following requirements:

1. Complete these courses:

		Credits
POSC 340	Political Science Internship	3
ENGL 306	Writing for the Disciplines	3
or		
CMAT 246	Journalism	3
or		
CMAT 248	Public Relations	3
MATH 155	Modern Statistics with Computers	3

2. Select three courses from the following list:*

		Credits
POSC 202	State and Local Government in the U.S.	4
POSC 301	Political Parties and Pressure Groups	4
POSC 315	The Presidency in American Politics	4
POSC 320	Public Policy Analysis	4
POSC 430	The Congress in American Politics	4
POSC 440	Public Administration	4

* one of these courses can also be used to fulfill the major requirement of one course from the American Politics/Public Policy field

Curriculum Guide: Bachelor of Arts

In Political Science

The following is a sample sequence of courses for students majoring in political science. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
POSC 101	Introduction to Politics and Government	4
PHEC 106	Personalized Health/Fitness	3
		13
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
POSC 110	American National Government	4
	Group IIIA Elective	4
	General Elective	3
		17

SOPHOMORE YEAR		Credits
ENGL XXX	Literature Elective	3
POSC XXX	200-Level Elective	4
POSC XXX	200-Level Elective	4
	Group IIIB Elective	3
		14
POSC XXX	300/400-Level Elective	4
	Group IB Elective	3
	Group IIB Elective	3
	Group IIIA Elective	4
		17

JUNIOR YEAR		Credits
POSC 300	Methods of Empirical Political Analysis	4
	General Electives	9
	Group IIIC Elective	3
		16
POSC XXX	300/400-Level Elective	4
	General Electives	9
	Group IIB Elective	3
		16

SENIOR YEAR		Credits
POSC XXX	300/400-Level Elective	4
POSC XXX	300/400-Level Elective	4
	General Electives	9
		17
POSC XXX	300/400-Level Elective	4
	General Electives	12
		16

PSYCHOLOGY

Department of Psychology

Dr. Natalie W. Hopson, Chair
410-543-6370

Students must complete a minimum of the following 37 hours in psychology coursework with a grade of C or better.

Transfer students majoring in psychology must complete a minimum of 15 hours of psychology courses at Salisbury University.

The psychology program permits a major to complete departmental requirements within approximately three years. Double majors must meet all the requirements of a regular psychology major.

1. Satisfy 16 credits in core requirements:

		Credits
PSYC 101	*General Psychology	3
PSYC 211	*Psychology and Scientific Inference	3
PSYC 220	Psychological Statistics	3
PSYC 301	Biological Basis of Behavior	3
PSYC 304	Experimental Psychology	4

* prerequisite for many of the major courses; it is recommended that psychology majors take these early in their academic career

2. Complete 21 credits in selected requirements (SR), including one course each from groups A, B, C and D; remaining hours may be taken from any of the groups:

		Credits
A. Developmental Psychology		
PSYC 300	Developmental Psychology	3
PSYC 320	Psychology of Infancy and Childhood	3
PSYC 321	Psychology of Adolescence	3
PSYC 322	Psychology of Aging	3
PSYC 323	Psychology of Death and Dying	3
PSYC 423	Developmental Disabilities	3

B. Biological Bases of Behavior

PSYC 305	Psychology of Learning	3
PSYC 401	Physiological Psychology	3
PSYC 415	Motivation and Emotion	3
PSYC 450	Sensation and Perception	3

C. Psychological Theory

PSYC 306	Social Psychology	3
PSYC 407	Psychology of Personality	3
PSYC 408	History and Systems in Psychology	3
PSYC 409	Environmental Psychology	3
PSYC 445	Cognitive Psychology	3

D. Clinical Theory and Assessment

PSYC 302	Abnormal Psychology	3
PSYC 360	Clinical/Counseling Psychology	3
PSYC 402	Childhood Disorders	3
PSYC 403	Measurement and Evaluation	3
PSYC 465	Principles and Techniques of Group Therapy	3

E. Applied Psychology

PSYC 333	Effective Parenting	3
PSYC 335	Basic Helping Relationships	3
PSYC 375	Psychology and the Law	3
PSYC 430	Applied Behavior Analysis	3

F. Special Topics

PSYC 215	Psychology Applied to Daily Living	3
PSYC 313	Drugs and Behavior	3
PSYC 325	Psychology of Sexuality	3
PSYC 334	Psychology of Women	3
PSYC 336	Psychology of Men	3
PSYC 406	Psychology of Attitudes and Attitude Change	3
PSYC 410	Multicultural Issues	3
PSYC 446	Fundamentals of Human Neuropsychology	3
PSYC 481	Health Psychology/Behavioral Medicine	3
PSYC 482	Nature-Nurture Issues	3
PSYC 485	Psychology Practicum	3
PSYC 490	Individual Directed Study	1-3
PSYC 495	Selected Topics in Psychology	1-3
PSYC 497	Research in Psychology	3

G.

PSYC XXX	Psychology transfer credits	3-6

Students majoring in psychology are encouraged to enrich their educational experience by completing their selected requirements and electives with courses from one of the following tracks of study.

Human Services Track

Select four courses from the following:

		Credits
PSYC 302	Abnormal Psychology (SR-D)	3
PSYC 335	Basic Helping Relationships	3
PSYC 360	Clinical-Counseling Psychology (SR-D)	3
PSYC 402	Childhood Disorders	3
PSYC 407	Psychology of Personality (SR-C)	3
PSYC 410	Multicultural Issues	3

Developmental Psychology Track

Select four courses from the following:

		Credits
PSYC 300	Developmental Psychology (SR-A)	3
PSYC 320	Psychology of Infancy and Childhood (SR-A)	3
PSYC 321	Psychology of Adolescence (SR-A)	3
PSYC 322	Psychology of Aging (SR-A)	3
PSYC 323	Death and Dying	3

Biological Bases of Behavior Track

Complete the following courses:

		Credits
PSYC 301	Biological Basis of Behavior (core course)	3
PSYC 305	Psychology of Learning (SR-B)	3
PSYC 401	Physiological Psychology (SR-B)	3
PSYC 415	Motivation and Emotion (SR-B)	3
PSYC 450	Sensation and Perception (SR-B)	3

Curriculum Guide: Bachelor of Arts In Psychology

The following is a sample sequence of courses for freshmen students majoring in psychology. Information regarding course requirements and sequence beyond the freshman year is available upon request from the Psychology Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN	YEAR	Credits
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
PHEC 106	Personalized Health/Fitness	3
PSYC 101	General Psychology	3
	Group IIIA Elective (Lab Science)	3-4
		15-16
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
PSYC 211	Psychology and Scientific Inference	3
PSYC XXX	*SR-A	3
	Group IIIA Elective (Lab Science)	3-4
		15-16

* see selected requirements (SR) under Major in Psychology

SOCIOLOGY

Department of Sociology

Dr. Diane S. Illig, Chair
410-677-5066

Students must complete the following 37 hours in sociology, at least 21 of which must be at the 300/400 level, with grades of C or better in each course.

Transfer students majoring in sociology must complete at least 15 hours in sociology at Salisbury University.

1. Complete the following 22 core hours:

		Credits
SOCI 101	Introduction to Sociology	3
SOCI 331	Racial and Cultural Minorities	3
SOCI 309	Research I, Social Research Methods	3
SOCI 310	Research II, Statistical Methods	4
SOCI 421	Theory I, Foundations of Sociological Theory	3
SOCI 422	Theory II, Contemporary Sociological Theory	3
SOCI 431	Senior Seminar	3

2. Select 15 hours of sociology electives.

General Information

300/400-Level Courses

Although there are no prerequisites for many sociology courses, students are advised that 300/400-level courses are basically designed for juniors and seniors.

Curriculum Guide: Bachelor of Arts in Sociology

The following is a sample sequence of courses for freshmen students majoring in sociology. Information regarding course requirements and sequence beyond the freshman year is available upon request from the Sociology Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN	YEAR	Credits
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
PHEC 106	Personalized Health/Fitness	3
	Group IB Elective	3
	Group IIIA Elective	3-4
		15-16
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
SOCI 101	Introduction to Sociology	3
	Group IB Elective	3
	Group IIIA Elective	3-4
		15-16

SPANISH

Department of Modern Languages and Intercultural Studies

Dr. Louise Detwiler, Chair
410-677-5384

A major in Spanish consists of 36 credit hours, with 33 credit hours in the language above the elementary level (101-102).

Transfer foreign language students must complete 15 semester hours in major courses at Salisbury University with minimum grades of C.

1. Complete 24 hours of required courses:

		Credits
ENGL 240	Introduction to the Study of Language	3
SPAN 201	Intermediate Spanish	3
SPAN 202	Spanish in Review	3
SPAN 310	Oral and Written Composition	3
or		
SPAN 313	Effective Writing and Reading for Spanish Heritage Speakers	3
SPAN 315	Spanish Culture and Civilization	3
SPAN 316	Latin American Culture and Civilization	3
SPAN 335	Survey of Spanish Literature	3
SPAN 336	Survey of Latin American Literature	3

2. Complete a minimum of 12 additional hours in courses taught in the language (SPAN 301/330 cannot be used to complete this requirement) at the 300 or 400 level.
3. Earn grades of C or better in major courses.
4. Demonstrate oral and written proficiency through a standardized test and oral interview.
5. All majors are required to earn academic credit via a department-approved study abroad program. (Questions regarding the fulfillment of this requirement should be directed to your advisor or department chair.)

The language major may be combined with study in other areas to enhance career opportunities. The department will advise students in planning an academic program to meet individual interests and career objectives. It is especially recommended that those planning careers in education and in government service study a second foreign language.

Teacher Certification

Language students seeking certification to teaching French/Spanish in secondary schools must fulfill the following requirements with grades of C or better (exception: PSYC 101) in addition to the requirements for the major. Students may repeat education courses only once.

		Credits
CMAT 250	Instructional Communication	3
PSYC 101	General Psychology	3
EDUC 210	School in a Diverse Society	3
EDUC 300	Development, Learning and Assessment	3
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
SCED 339	Secondary/K-12 Methods Visitation	0
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 376	Foreign Language and Reading Methods: Part I	3
SCED 433	Reflection and Inquiry in Teaching Practice	3
SCED 476	Foreign Language and Reading Methods: Part II	3

In order to enroll in professional education program courses, students must meet the following requirements:

1. Apply for formal admission to the professional program.
2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in the major, including transfer grades.
4. Show satisfactory results on the Praxis I Examination as defined by the Maryland State Department of Education.
5. Submit at least three positive recommendations from faculty in departments other than education.
6. Obtain written approval of the application from their advisor(s).
7. Have completed 12 credits in the major field.

Throughout their academic career, students have the opportunity to volunteer or tutor in local schools.

Admission to Internship

Prior to the internship, secondary education students must do the following:

1. Complete the written application for the internship.
2. Complete a minimum of 90 credits including methods and at least 24 credit hours of the academic major (secondary and K-12 programs).
3. Have an overall grade point average of at least 2.50 including transfer credit.
4. Have a minimum grade point average of at least 2.75 in the academic major courses as defined by each academic department.
5. Have a minimum average of 2.75 in professional education courses with no grade below C.
6. Submit two positive recommendations from faculty in education and the major advisor.
7. Obtain verification of completion of these requirements from the director of field experiences.

Additional Requirements

1. To be eligible for the internship, all students enrolled in a secondary program or in the music K-12 program must complete the appropriate two sequenced methods courses

for the content major and the following courses in education with grades of C or better:

		Credits
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
SCED 339	Secondary/K-12 Methods Visitation	0
SCED 367	Inclusive Instruction for Secondary Teachers	3

2. In July, 1998, the Maryland State Board of Education adopted regulations mandating all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. All secondary education majors who complete the secondary education program will have satisfied the six hours course work in reading by program integration.

3. All secondary education majors are required to pass the following courses:

		Credits
SCED 426	Directed Teaching in the Secondary School	6
SCED 428	Directed Teaching in the Secondary School	6

4. Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100 day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Students will also be required to follow the University calendar with respect to attendance at the University Intern seminar. Interns are responsible for their own transportation to the PDS site.

5. All secondary/K-12 students in a program requiring Praxis II examinations for licensure must take the Maryland Praxis II tests for their content area prior to graduation.

Students may repeat education courses only once.

Title II Accountability

Under federal Title II regulations, the University is required to report the pass rates of graduates who took required teacher certification tests for Maryland certification. Please see Appendix C.

General Information

Placement Exams and Credits

The Department of Modern Languages and Intercultural Studies awards and recognizes credit through examination in French, German and Spanish. Any student officially enrolled at Salisbury University may be granted credits through the Advanced Placement (AP) exam or CLEP exam.

Departmental placement exams in French, German and Spanish are given during Freshman Preview and at the very beginning of each semester only. All students who have not earned university academic credit in a language, either through the AP, CLEP or a credit-bearing course, are encouraged to take the departmental placement exam in that language to assist in determining proper initial placement level.

Students who have not yet earned university academic credit in a language may purchase credit for courses below the level of the first course in that language completed for credit with a grade of C or better. Credits for courses below the level of the first course completed for credit with a grade of C or better may be purchased at the current rate posted at the cashier's office.

A maximum of six credits granted by exam or purchased through completing an advanced first course in a language may be applied to either a minor or major in that language. A maximum of nine credits may be earned by exam or purchased through completion of an advanced first course in a language.

Challenge Exams

Any student officially enrolled at Salisbury University may purchase credits through a challenge exam. Credits may not be purchased through a challenge exam for a course below the student's established level of proficiency. Conversation courses are not available for challenge exam credit.

THEATRE

Department of Communication and Theatre Arts

Dr. T. Paul Pfeiffer, Director of Theatre
410-543-6229

The theatre major is housed within the Department of Communication and Theatre Arts. The curriculum requirements of the Bobbi Biron Theatre Program are designed to provide a sound pre-professional training ground for undergraduate students who intend to pursue the theatre either professionally or in a higher education setting. This program is designed to provide specialized pre-professional training with an emphasis on current skills. While remaining anchored in the liberal arts tradition strongly rooted in the classical theatre, the program encourages students to study in relevant fields outside of their major in order to enrich these skills and traditions. Faculty work with students individually to develop strengths and skills as well as analytical/critical depth and artistic perspective. Students are also guided in the development of a work ethic appropriate for the professional theatre.

The major in theatre is time-consuming and physically demanding. Participation in all aspects of production is required. All theatre majors must remain free to participate in weekend and evening theatre-related activities. Students are encouraged to consider this when planning academic and job-related schedules.

The Bachelor of Arts in theatre requires a minimum of 120 credit hours, of which approximately one-third are in the major, 47 hours are in General Education and the remaining are divided between the minor and elective credits.

Students in theatre will successfully complete a total of 39 credit hours in theatre with no less than 15 credit hours at the 300-400 level. All required courses for the major must be completed with grades of C or better.

Transfer students majoring in theatre are required to complete at least 12 credit hours in the upper-level theatre arts courses with grades of C or better at Salisbury University.

Theatre Core

Students must complete the following core courses:

		Credits
THEA 120	Introduction to Theatre	3
THEA 121	Technical Production	4
THEA 122	Movement and Performance	3
THEA 220	History of Theatre	3
THEA 222	Costuming and Theatre Crafts	3
THEA 319	Advanced Theatre History	3

In addition to theatre core courses, students complete at least 20 hours of course work in one of the tracks: performance, design/technical production or generalistic.

Performance Track

The performance track, selecting from all acting and performance-oriented courses:

Performance Track Core

Complete the following six-credit core:

		Credits
THEA 201	Voice and Diction	3
THEA 323	Costume Design	3
or		
THEA 328	Scene Design	3
or		
THEA 329	Media Lighting	3

Additional Requirements

Complete 14 credits from the following:

		Credits
THEA 125	Theatre Practicum	3
THEA 223	Makeup	3
THEA 324	Directing	3
THEA 325	Oral Interpretation	3
THEA 326	Actor's Workshop	3
THEA 327	Readers' Theatre	3
THEA 392	Studies in Theatre	3
THEA 450	Acting Shakespeare	3
THEA 451	Acting Comedy	3
THEA 456	Children's Theatre	3
THEA 458	Radio Theatre	3
THEA 490	Theatre Seminar	3
THEA 492	Independent Study	3
THEA 495	Internship in Theatre	3

Design/Technical Production Track

The design and theatre track, selecting from courses and experiences in scenery, lighting and costume design and theatre production:

Design/Technical Production Core

Choose two courses from the following six-credit core:

		Credits
THEA 323	Costume Design	3
THEA 328	Scene Design	3
THEA 329	Media Lighting	3

Additional Requirements

Complete 14 credits from the following:

		Credits
THEA 125	Theatre Practicum	3
THEA 223	Makeup	3
THEA 321	Advanced Technical Production	3
THEA 323	Costume Design	3
THEA 328	Scene Design	3
THEA 329	Media Lighting	3
THEA 392	Studies in Theatre	3
THEA 490	Theatre Seminar	3
THEA 492	Independent Study	3
THEA 495	Internship in Theatre	3

Generalist Track

The generalist track, selecting from all courses for students who wish to pursue an individualized program of study:

Generalist Track Core

Complete the following six-credit core:

		Credits
THEA 224	Acting	3
THEA 323	Costume Design	3
or		
THEA 328	Scene Design	3
or		
THEA 329	Media Lighting	3

Additional Requirements

Complete 14 credits from the following:

		Credits
THEA 125	Theatre Practicum	3
THEA 222	Costuming	3
THEA 223	Makeup	3
THEA 321	Advanced Technical Production	3
THEA 322	Arts Administration	3
THEA 323	Costume Design	3
THEA 325	Oral Interpretation	3
THEA 326	Actor's Workshop	3
THEA 327	Readers' Theatre	3
THEA 328	Scene Design	3
THEA 392	Studies in Theatre	3
THEA 422	Internship in Arts Administration	3
THEA 424	Playwriting	3
THEA 450	Acting Shakespeare	3
THEA 451	Acting Comedy	3
THEA 456	Children's Theatre	3
THEA 458	Radio Theatre	3
THEA 490	Theatre Seminar	3
THEA 492	Independent Study	3
THEA 495	Internship in Theatre	3

General Information

About the Theatre Program

The Theatre Program usually mounts three main stage productions, two studio productions and one student production each season. A major musical theatre production is normally mounted every other spring in conjunction with the Department of Music and frequently with the Salisbury Symphony Orchestra. The program offers undergraduate students a variety of opportunities in directing, stage management, undergraduate research, creative accomplishment and all aspects of theatre.

The Theatre Program does not require auditions for admission, but potential candidates should contact the Department of Communication and Theatre Arts for additional information and contact the director of theatre to arrange an interview.

Graduate Programs

MASTER OF ARTS IN ENGLISH

Department of English

Dr. John D. Kalb, Graduate Program Director
410-543-6049

The English Department provides a variety of Master of Arts in English opportunities for students wishing to further their study. The program is large enough to offer high-quality instruction from faculty who are actively engaged in scholarship and publication, while, at the same time, small enough to promote collegiality among M.A. candidates and faculty and to ensure personalized attention as students proceed through their chosen areas of study. In addition, each academic year the department offers a limited number of teaching assistantships, which include stipend and tuition waiver in exchange for students' teaching two sections of the English Department's freshman composition courses each semester.

Students pursuing the M.A. in English include students intending to go on to Ph.D. programs, those expecting to teach at the junior or community college level, and secondary school teachers seeking to enhance their expertise and credentials. While every graduate student's experience ultimately depends on the energy, dedication and imagination which that student devotes to his or her studies, Salisbury University's M.A. in English program furnishes an environment in which the graduate experience can be intellectually challenging, highly productive and exceptionally rewarding.

Admission

Admission to the Master of Arts in English requires an application for graduate program admission at SU; the application fee; official transcript from all colleges and universities attended; and, if applying for in-state tuition, a Residency/Domicile Information Form. Applicants must have completed or anticipate completing prior to admission an undergraduate English major or its equivalent (30 semester hours of English beyond freshman English) or a major in a related area, with a 3.0 GPA in those undergraduate courses. A student who fails to meet this requirement should consult the English Department's graduate director regarding removal of deficiencies.

In addition to the materials required by SU's Office of Admission, the applicant for the M.A. in English must also submit (or have forwarded) directly to the English Department Graduate Program Director, Salisbury University, 1101 Camden Avenue, Salisbury, MD 21801, the following materials:

1. A Department of English M.A. in English Application Form (available through the English Department's Web site).
2. A written statement of purpose for applying to the English M.A. program and specific option.
3. Two letters of recommendation using the department's form (available through the English Department's Web site).
4. Qualifying exam scores:
   A. For the Literature option or the Composition, Language and Rhetoric option acceptable scores on the Graduate Record Examination (GRE) General Test (or Miller Analogy Test [MAT] scores if not applying for a teaching assistantship). Copy of GRE Registration Form (if scores are not available at the time of application).
   B. For the Teaching English to Speakers of Other Languages (TESOL) options, MAT or Praxis I scores are acceptable in lieu of the GRE, but only for students who are not applying for teaching assistantships. (NOTE: All TESOL students are required to take the Praxis Series before the end of their first year of study.)

Qualifying examination scores are considered relative to undergraduate (and previous graduate) GPAs, recommendations, statements of purpose and interviews (if required). There are no cutoff or minimum scores. If a student has already received a graduate degree, qualifying examination requirements may be waived at the discretion of the graduate program director.

All application materials should be received by the English Department's graduate program director 30 days prior to the beginning of the semester for which the student is applying. Application materials for applicants who wish to be considered for teaching assistantships must be received by the first Monday in April. When admitted to the English graduate program, graduate students may count no more than nine hours taken as non-degree students toward the M.A. in English. With the approval of the graduate director, up to nine hours of graduate credit may be transferred from another institution.

Course Requirements

The M.A. in English requires completion of 33 semester hours (including a minimum 24 hours completed at SU) with grades of C or better. Graduate students must maintain a cumulative average of 3.0 or higher and receive C or C+ grades in a maximum of two courses.

Students may choose one of four ways to meet degree requirements and all course selections must be approved by the graduate director in English. Students who as undergraduates have taken any of the required courses indicated in the options described (e.g., ENGL 431, Survey of Modern English Grammar; ENGL 433, Language and Culture; ENGL 463, Literary Analysis; ENGL 465, Research in Composition) will, in consultation with the graduate program director, select alternative courses to meet the 33-hour requirement.

Plan A: Literature (Non-thesis)

a. At least 24 semester hours of English at the 500 level.

b. Six of the 24 hours must be in seminars in literature; these include English 500, 501, 502, 503, 504, 505 and 510.

c. Up to nine semester hours at the 500 level may be taken in one supporting discipline, e.g., education, history, modern languages, philosophy, sociology, communication arts or art, with the approval of the graduate program director.

Plan B: Literature (Thesis)

a. At least 21 semester hours of English at the 500 level.

b. Six of the 24 hours must be in seminars in literature; these include ENGL 500, 501, 502, 503, 504, 505 and 510.

c. Up to nine semester hours at the 500 level may be taken in one supporting discipline listed under Plan A above, with the approval of the graduate program director.

d. Three semester hours of thesis credit (ENGL 531).

To help maintain a measure of commonality and to assure a broad literary scope to the degree program, all candidates for the M.A. in English in plans A and B must take a written comprehensive examination. Students admitted to the program are provided a list of primary texts in preparation for the examination. Students are responsible for all materials on the list regardless of the coursework they may elect. Students may take the examination at the conclusion of any semester in which they currently maintain good standing in the degree program, though they may not delay the examination longer than one full semester following the completion of their coursework. Every examination is evaluated by two members of the English Department faculty, unless a third reading of the examination should be required. In order to earn the M.A. in English, a student must pass the comprehensive examination within two attempts.

▸ Special Requirements for Literature Option Teaching Assistants

The Literature option for teaching assistants differs from the Plan A and B requirements in the following three ways:

1. ENGL 514, Writing Program Issues; ENGL 537, Survey of Modern English Grammar; ENGL 565 Research in Composition; and ENGL 563, Literary Analysis are required.
2. One of the four areas on the comprehensive examination for teaching assistants addresses material covered in the three required language and writing courses (ENGL 514, 537 and 565).
3. Students may take, in consultation with the graduate program director, up to six hours (rather than the nine hours allowed for non-teaching assistant Literature option students) in a supporting discipline.

Plan C: Composition, Language and Rhetoric

a. The following 24 required semester hours in composition and language:

		Credits
ENGL 514	Writing Program Issues	3
ENGL 535	Language and Culture	3
ENGL 537	Survey of Modern English Grammar	3
ENGL 564	Rhetorical Criticism	3
ENGL 565	Research in Composition	3
ENGL 566	Current Problems in Composition	3
ENGL 567	History and Theory of Rhetoric	3
ENGL 595	Topics in Writing and Rhetoric	3

b. Complete the required course ENGL 563 Literary Analysis and one additional literature seminar.

c. Complete one additional 500-level ENGL course and a comprehensive exam.
or
Complete ENGL 530 Directed Research and a Capstone Project.

Plan D: TESOL

a. The following 18 required semester hours of coursework:

		Credits
ENGL 528	ESOL Tests and Measurements	3
ENGL 535	Language and Culture	3
ENGL 536	Principles of Linguistics	3
ENGL 537	Survey of Modern English Grammar	3
ENGL 539	Second Language Acquisition	3
EDUC 547	ESOL Methods	3

b. The remaining 15 hours selected from the following courses:

		Credits
EDUC 500	Historical, Philosophical and Social Foundations	3
EDUC 502	Introduction to Research	3
EDUC 504	Multicultural Education	3
EDUC 545	Learning and Instruction in the Schools	3
EDUC 570	Current Issues in Educational Technology	3
EDUC 582	Teaching Reading in the Content Areas: Part I	3
EDUC 583	Teaching Reading in the Content Areas: Part II	3
ENGL 532	Literacy and ESOL Reading	3
ENGL 533	ESOL Program Development	3
ENGL 534	Literacy and ESOL Writing	3
ENGL 538	Bilingualism	3
ENGL 591	Topics in Linguistics and Language Learning	3
ENGL 592	Practicum	3

Plan D Plus: TESOL and Maryland Certification

Students who wish to earn their Maryland State Certification to teach ESOL (K-12) and complete the M.A. in English-TESOL are advised to enroll in this 57 semester hour (maximum) program. The number of credit hours required for the TESOl and Maryland Certification option may vary depending on students' educational and professional backgrounds. Students in this program should consult frequently with both the graduate program director in the English Department and the TESOL liaison in the Education Department:

a. The following required 30 semester hours of courses:

		Credits
ENGL 528	ESOL Tests and Measurements	3
ENGL 532	Literacy and ESOL Reading	3
ENGL 534	Literacy and ESOL Writing	3
ENGL 535	Language and Culture	3
ENGL 536	Principles of Linguistics	3
ENGL 537	Survey of Modern English Grammar	3
EDUC 500	Historical, Philosophical and Social Foundations	3
EDUC 545	Learning and Instruction in the Schools	3
EDUC 547*	ESOL Methods	3
EDUC 588	Seminar: Educating Individuals with Disabilities	3

* Prior to enrolling in EDUC 547 students must pass Praxis I and be admitted to the Professional Education Program

b. Students must also complete the following:

- Six hours of a foreign language.
- Six hours of the following language learning courses:

		Credits
ENGL 538	Bilingualism	3
ENGL 539	Second Language Acquisition	3
ENGL 591	Topics in Linguistics and Language Learning	3

- Six hours to fulfill the Maryland State Department of Education (MDSE) Reading in the Content Area Requirement:

		Credits
EDUC 582	Reading in the Content Areas: Part I	3
EDUC 583	Reading in the Content Areas: Part II	3

- Nine hours in student teaching in ESOL, divided into elementary and secondary levels, and a seminar, all corequisites:

		Credits
EDUC 507	TESOL Internship I	3
EDUC 509	TESOL Internship II	3

EDUC 511	TESOl Internship Seminar	3
or		
EDUC 558	Practicum for Teaching Professionals (for certified teachers)	3

Prior to graduation, students must take Praxis II ESOL and submit their scores to the graduate program director. Students apply for state certification individually.

POST-BACCALAUREATE CERTIFICATE IN TESOL (TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES)

The Post-Baccalaureate Certificate in TESOL is designed for K-12 school personnel who wish their professional development and enhance their knowledge and expertise in Teaching of English to Speakers of Other Languages (TESOL) but are seeking neither an M.A. nor state certification in TESOL.

Admission

Applicants for the Post-Baccalaureate Certificate in TESOL must follow the admission procedures for admission to graduate study at Salisbury University. In addition, the following materials must also be submitted or forwarded directly to the English Department Graduate Program Director, Salisbury University, 1101 Camden Avenue, Salisbury, MD 21801:

1. A letter of application for admission which includes a written description of reasons for pursuing the certificate and a statement of career goals within TESOL.
2. Two letters of recommendation.

Course Requirements

The Post-Baccalaureate Certificate in TESOL requires completion of 15 semester hours of graduate credit with a cumulative average of 3.0 or higher, with no grade lower than C, and no more than three credit hours of C or C+ in their program.

a. Complete the following 12 required semester hours:

		Credits
ENGL 530	Principles of Linguistics	3
ENGL 539	Second Language Acquisition	3
ENGL 528	ESOL Tests and Measurements	3
ENGL 547	Current Approaches in ESOL Instruction	3

b. Complete one of the following three semester hour courses:

ENGL 532	Literacy and ESOL Reading	3
or		
ENGL 534	Literacy and ESOL Writing	3
or		
ENGL 509	Seminar in Language Study	3

NOTE: While the courses taken for the Post-Baccalaureate Certificate cover areas required for K-12 certification in the State of Maryland, this certificate by itself does not lead to teacher certification nor does it lead toward an M.A. in English.

MASTER OF ARTS IN HISTORY

Department of History

Dr. Gregory C. Ference, Graduate Program Director
410-543-6245

Educational Objectives

The History Department offers a Master of Arts (M.A.) in history program, which aims to empower students to enrich their own lives and the life of their community through a fuller understanding of the past. The faculty believes that by giving students the tools necessary to write and teach history, we can build a community that embraces diversity. The rich resources of the local community and the Edward H. Nabb Research Center for Delmarva History and Culture provide tools for solid training in the particular problems of writing local history. The "community-as-laboratory" concept that underlies the design of this program is its energy source; within this dynamic environment students receive rigorous training in conducting research, constructing strong and persuasive arguments, and writing clearly and compellingly.

Admission

Admission to the M.A. in history at SU requires an application for graduate program admission; the application fee; official transcript from all colleges and universities attended; if applying for in-state tuition, a Residency/Domicile Information Form; and the following additional application documents and requirements specified by the History Department:

A. Submission of three letters of recommendation from individuals qualified to judge the applicant's ability to pursue graduate studies in history, an example of the applicant's scholarly writing, along with the departmental application for admission to the graduate program in history, to the History Department, Salisbury University, 1101 Camden Avenue, Salisbury, MD 21801.

B. Acceptable results on the Graduate Record Examination (GRE). It is expected that students will submit the GRE scores at the time they apply to enter the graduate program. Students may be admitted without having taken the GRE, but must complete the GREs within the first six semester hours.

C. Completion of the equivalent of an undergraduate major in history with at least 15 semester hours in history at the junior-senior level or above, including a course in research and writing, with a grade point average of 3.0 or better in all history courses. This preparation is designed to serve as a foundation for graduate study in history and such courses are therefore ineligible for inclusion in the 30 semester hours normally required for the degree.

D. A student who has completed a bachelor's degree in a major other than history should contact the history graduate program director for additional information.

All application materials, either those specified for the Admissions Office or those specified for the History Department, should be submitted by no later than May 15 for fall admission or October 15 for spring admission.

Provisional Admission

Students who do not meet the minimum requirements for admission to the M.A. in history may only be admitted on a provisional basis, and must make up the deficiency. Provisionally admitted students may take a maximum of nine semester hours and must maintain a cumulative grade point average of at least 3.0 with no grade less than C.

Program of Study

The M.A. in history requires 30 semester hours of graduate coursework (including 24 hours completed at SU) and satisfactory performance on oral and written examinations. After being formally admitted, but before beginning coursework, the graduate student is expected to meet with the graduate director of the History Department tentatively to select one major concentration area and at least one minor concentration area (a second minor concentration is optional) and to discuss the thesis option. Contact the History Department graduate director for concentration areas. Each student must:

1. Select at least five seminars from the selected major and minor concentrations at the 600-level (HIST 601 is required), the aim of which is to develop skills in historical research, analysis and writing.

The remainder of the credit hours may be earned in the following ways:

1. Complete a thesis (up to six semester hours, HIST 630 and HIST 631).
2. Complete additional graduate seminars (three semester hours each).
3. Complete 500-level courses. (A graduate student may not receive credit for a 500-level course in history and/or anthropology at SU that corresponds to the 400-level course (same title or topic) taken at SU for undergraduate credit).
4. Up to six semester hours of graduate work in history may be transferred from other institutions.

Students must maintain a cumulative grade point average of 3.0; earning two grades of "C" or one grade below "C" is grounds for dismissal from the program.

After completion of 15-18 semester hours of graduate work, students meet with the graduate director to finalize the specific areas in which they are to be examined. Students complete the written examination first; these responses become the starting point for discussion in the oral examination. Students who fail the written or oral examinations may retake the examination once, but must do so within one year of the date of the original examination.

Richard A. Henson

Henson School of Science and Technology

Dr. M.E. Folkoff, Interim Dean
Henson Science Hall Room 201
410-543-6425

Dr. Ellen Lawler, Interim Associate Dean
Henson Science Hall Room 226
410-543-6496

Marylane McGlinchey, Advising Services Coordinator
Henson Science Hall Room 202 • 410-548-7711

Majors & Minors

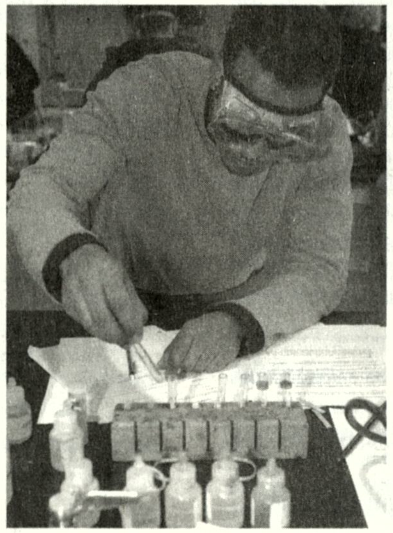
Bachelor of Science
- Biology
- Chemistry
- Clinical Laboratory Science/ Medical Technology
- Computer Science
- Dual Degree: Biology/ Environmental Marine Science
- Environmental Health Science
- Geography and Geosciences
- Mathematics
- Nursing
- Physics
- Respiratory Therapy

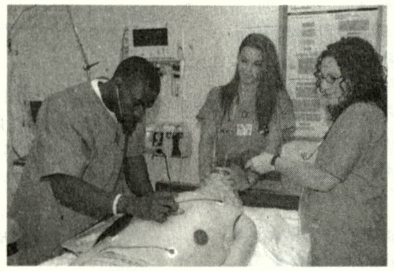
Minors
- Biology
- Chemistry
- Clinical Biochemistry
- Clinical Hematology
- Clinical Microbiology
- Computer Science
- Earth Science
- Environmental/Land-Use Planning
- Environmental Studies
- Geographic Information Science
- Geography
- Gerontology
- Mathematics
- Physics
- Planning
- Statistics
- Transfusion Services/Blood Bank

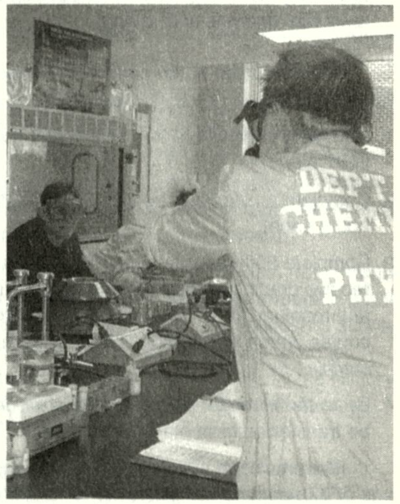
Upper Division Certificate
- Geographic Information Science Fundamentals

Master of Science
- Applied Health Physiology
- Geographic Information Systems and Public Administration
- Nursing
- Mathematics Education

Post-Baccalaureate Certificate in Middle School Mathematics







Henson Science Hall

www.salisbury.edu/henson

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School Information

The Richard A. Henson School of Science and Technology, endowed in 1988, originally included the departments of Biological Sciences, Chemistry and Physics, Computer Science, Geography and Geosciences and Mathematics. The Department of Physics was separated from Chemistry in 1990 and the departments of Computer Science and Mathematics were combined in 1991. A dual-degree program in biology and environmental/marine science was added in 1990, a major in environmental health science approved in 1991, and a degree in computer science was added in 2000. In 1993, the former School of Nursing and Health Sciences was combined with the School of Science and Technology creating the departments of Health Sciences and Nursing.

Richard A. Henson, founder and chairman of Henson Aviation, endowed the School of Science in 1988 creating the Richard A. Henson School of Science and Technology. An avid pilot, he founded the Henson Flying Service in his hometown of Hagerstown, MD, in 1931 when he was only 21 years old. During World War II he was a test pilot for Fairchild Industries in Hagerstown, then developing and manufacturing training and fighting planes for this nation's wartime flyers. After the war he turned his ideas and expertise as a flyer toward civil aviation and in 1967 started the first commuter service for Allegheny Airlines connecting Hagerstown to Baltimore and Washington, D.C. In 1981 he moved his corporate headquarters to Salisbury describing this as "the model commuter city in the United States." After a period of phenomenal growth he sold the airline to Piedmont Aviation Inc. in 1983, which in turn was bought out by USAir in 1987. Over the years, Henson has given numerous substantial financial gifts to other local educational institutions as well as the YMCA, the Boy Scouts of America, the Peninsula Regional Medical Center and the Greater Salisbury Committee.

The Henson School's mission is to provide students with the knowledge and skills they need to function as professionals within their disciplines and as informed citizens on issues of science and technology. This knowledge and skill can serve students in recognizing, evaluating and making decisions about scientific concerns.

The curricula provide sound foundations for health science, nursing, science and mathematics and computer science majors and include courses supporting the University's General Education mission. In addition to its integral role in liberal arts education, the school provides core courses in science for several programs in other schools at the University.

Students in the Henson School of Science and Technology work closely with their advisors on curriculum, program planning and career development. Besides traditional majors in the sciences, students can select from a variety of interdisciplinary, dual-degree and pre-professional programs. Students are encouraged to engage in undergraduate research projects, internships and cooperative learning experiences. Faculty coordinators are available in each department to assist students in arranging internships and co-op experiences. Graduates from the school typically begin careers in science, technology and public education or continue their education in graduate or professional schools.

There are several scholarships relating directly to the School of Science and Technology. The endowment of the school established the Richard A. Henson Scholars Program. These scholarships are available to high-ability students majoring in any department within the school, and can be renewed annually. To encourage interest and scholarship within the field, the Tidewater Environmental Health Association established a scholarship program for students majoring in environmental health science. Finally, there are a number of scholarships available for students majoring in nursing and health sciences. More information is available in the "Financial Aid" section of this catalog, and inquiries should be directed to the dean.

Specific programs within the Henson School of Science and Technology are accredited by the following professional organizations:

American Chemical Society Committee on Professional Training
Commission on Accreditation of Allied Health Education Programs
Commission on Collegiate Nursing Education (CCNE)
National Accrediting Agency for Clinical Laboratory Sciences
National Environmental Health Science and Protection Accreditation Council

Departments

BIOLOGICAL SCIENCES

Majors: Biology, Biology/Environmental Marine Science, Environmental Health Science
Minors: Biology, Environmental Studies, Gerontology
(See "Undergraduate Minors" section for details.)

Chair
Professor Mark A. Holland, Ph.D.; Rutgers University
Professors
Christopher H. Briand, Ph.D.; University of Guelph
Mark F. Frana, Ph.D.; University of Kansas
Stephen C. Gehnrich, Ph.D.; Tufts University
Paul A. Grecay, Ph.D.; University of Delaware
William L. Grogan, Ph.D.; University of Maryland College Park
Ellen M. Lawler, Ph.D.; University of Pennsylvania
Elichia A. Venso, Ph.D.; University of Texas at Houston
Harry E. Womack, Ph.D.; Auburn University
Associate Professors
Ann M. Barse, Ph.D.; University of Maryland College Park
Elizabeth A.B. Emmert, Ph.D.; University of Wisconsin Madison
F. Les Erickson, Ph.D.; University of Texas
Samuel Geleta, Ph.D.; Oklahoma State University
Kimberly L. Hunter, Ph.D.; University of Nevada Las Vegas
Ellen M. Lawler, Ph.D.; University of Pennsylvania
Judith M. Stribling, Ph.D.; University of Maryland Eastern Shore
Vaughn Wagner, Ph.D.; Michigan State University
E. Eugene Williams, Ph.D.; Arizona State University
Assistant Professors
Clement L. Counts, Ph.D.; University of Delaware
Joan E. Maloof, Ph.D.; University of Maryland College Park
Ryan Taylor, Ph.D.; University of Louisiana-Lafayette
Lecturers
John Egan, Ph.D.; University of Georgia
Claudia Morrison-Parker, Ph.D.; Indiana University
Barbara J. Pollock, Ph.D.; Ohio State University
Betty Lou Smith, Ph.D.; University of Maryland College Park

The Department of Biological Sciences offers degrees in the biological sciences, environmental health science and, through cooperation with the University of Maryland Eastern Shore, a program leading to dual degrees in biology and environmental/marine science. The department's mission is threefold:

1. Assist students majoring in biology and associated health disciplines, environmental health science and environmental/marine science prepare for advanced degree work or postgraduate employment.
2. Assist students not majoring in science develop an appreciation and fundamental knowledge of the principles governing life.
3. Nourish in all students the ability to apply the scientific process and to think critically about contemporary problems in the biological sciences.

The department shares the University's commitment to developing in students the fundamental communication skills that characterize educated persons and the technical knowledge and skills that will allow them to become outstanding professional biologists.

The biology major includes a required core, which introduces students to the basic concepts of modern biology, and five tracks which allow students to prepare for careers as professional biologists in many prominent subdisciplines. The environmental health science degree and the environmental/marine science dual degree programs are applied programs leading to graduate school or employment in these areas.

The Department of Biological Sciences operates under the guidelines "Resolutions on the Use of Animals in Research, Testing and Education" as adopted in 1990 by the American Association for the Advancement of Science (AAAS).

CHEMISTRY

Major: Chemistry
Minor: Chemistry
(See "Undergraduate Minors" section for details.)

Chair
Professor John L. Tyvoll, Ph.D.; University of Southern Mississippi
Professors
Frederick A. Kundell, Ph.D.; University of Maryland College Park
David F. Rieck, Ph.D.; University of Wisconsin Madison
Edward G. Senkbeil, Ph.D.; University of Delaware
Associate Professors
Anita Brown, Ph.D.; University of Delaware
Katherine Miller, Ph.D.; Washington University
Miguel O. Mitchell, Ph.D.; Northeastern University
Assistant Professors
Seth Friese, Ph.D.; University of California, San Diego
Lecturers
Cynthia Bombino, B.S.; University of Maryland College Park
Mindy Howard, B.S.; University of Oklahoma at Norman
Orville LaCurts, M.Ed.; Salisbury University

The Chemistry Department offers different tracks leading to the Bachelor of Science in chemistry, including two American Chemical Society (ACS)-certified programs.

The department's curricula foster the development and expression (verbal and written) of rational thought. The faculty attempt to impart an understanding and appreciation of chemistry along with the knowledge, safe laboratory skills and personal integrity necessary for students to be productive members of the larger community of professional chemists. Because chemistry is an experimental discipline, the laboratory experience fosters a sense of self-confidence and independence, as well as an appreciation for the importance of original investigation. Since the study of chemistry is discovery-based, the department is committed to providing meaningful and interesting research experiences in well-equipped laboratories.

GEOGRAPHY AND GEOSCIENCES

Major: Geography
Minor: Earth Science, Environmental Land-Use Planning, Geographic Information Sciences, Geography
(See "Undergraduate Minors" section for details.)
Upper-Division Certificate: Geographic Information Science Fundamentals
Graduate: M.S. GIS and Public Administration

Chair
Professor Brent R. Skeeter, Ph.D.; University of Nebraska Lincoln
Professor
Xingzhi Mara Chen, Ph.D.; University of Iowa
Michael E. Folkoff, Ph.D.; University of Georgia
Associate Professors
Michael S. Scott, Ph.D.; University of South Carolina
Brent J. Zaprowski, Ph.D.; Lehigh University
Assistant Professors
Alexis L. Aguilar, Ph.D.; University of California, Los Angeles
Amal K. Ali, Ph.D.; Florida State University
Margaret D. Foraker, Ph.D.; University of Tennessee
Darren B. Parnell, Ph.D.; University of South Carolina
Senior Lecturer
Daniel W. Harris, M.A.; Appalachian State University

The Department of Geography and Geosciences offers a program leading to a Bachelor of Science in geography, a discipline which examines the spatial patterns and interactions of natural, cultural and socioeconomic phenomena on the earth's surface. Geography embraces aspects of the physical sciences, social sciences and spatial data management techniques. Additionally, the department offers a graduate program in Geographic Information Systems and Public Administration that focuses on the management and administration of geospatial data in a public context.

HEALTH SCIENCES

Majors: Clinical Laboratory Science/Medical Technology, Respiratory Therapy
Minors: Clinical Biochemistry, Clinical Hematology, Clinical Microbiology, Transfusion Services/Blood Bank
Graduate: M.S. Applied Health Physiology

Chair
Associate Professor Robert L. Joyner, Ph.D., RRT (Respiratory Therapy Program Director); Dartmouth College
Professor
Sidney Schneider, Ph.D., RRT-NPS, RPFT (Applied Health Physiology Program Director); University of Maryland College Park
Associate Professors
Diane L. Davis, Ph.D. MT (ASCP) SC, SLS, CLS (NCA, (Clinical Lab Science Clinical Coordinator); Catholic University of America
Johanna W. Laird, M.S, MT (ASCP)^{CM}, CLS (NCA),. (Clinical Laboratory Sciences Program Director); University of Maryland at Baltimore
Assistant Professor
Cynthia C. Cowall, M.Ed., MT (ASCP); Salisbury University
Carlton R. Insley III, Ph.D., RRT-NPS; University of Nevada - Las Vegas
Medical Directors
C. Rodney Layton Jr., M.D. (Consulting Faculty, Respiratory Therapy); Thomas Jefferson University, University of Pennsylvania School of Medicine
William J. Nagel, M.D. (Consulting Faculty, Respiratory Therapy); Creighton University School of Medicine
Eric Weaver, M.D., Ph.D. (Consulting Faculty, Clinical Lab Science/Medical Technology); Thomas Jefferson University, Jefferson Medical College
Senior Lecturer
Lisa Joyner, M.Ed., RRT-NPS (Respiratory Therapy Director of Clinical Education); Salisbury University
Lecturer
Amy N. Thamert, B.S., RRT; Salisbury University
Kelly D. Forsythe, B.S., RRT; Salisbury University

The Department of Health Sciences consists of undergraduate programs in clinical laboratory science/medical technology and respiratory therapy, and a graduate program in applied health physiology.

The undergraduate programs provide coursework in the basic sciences, General Education and specialized areas that prepare graduates for national certification in their fields of study. During the first two years of each program, students take prerequisite and General Education courses. The last two years comprise the professional core, offering courses in the major with student laboratories accompanied by rotations through clinical facilities. The courses prepare students to practice in laboratory science or respiratory care under the guidance and supervision of professionals during internships in "real world" environments.

The graduate program in applied health physiology is a professional degree program designed to prepare health care professionals. Graduates of this program should possess the vision, the knowledge and the skills necessary to promote health and wellness in strength and conditioning careers as well as a variety of clinical settings (e.g., cardiac/pulmonary rehabilitation, geriatric centers, youth centers, state and local health departments, and corporate wellness programs). The curriculum emphasizes both theory and practice in the preparation of administrators, technicians and supervisors. The program is designed to include the knowledge, skills and opportunities for practice that are essential for the development of health care and strength fitness professionals.

Undergraduate Program in Clinical Laboratory Science/Medical Technology

The Department of Health Sciences offers a program leading to the Bachelor of Science in clinical laboratory science/medical technology, which has traditionally been known as the branch of medicine dealing with the performance of laboratory analyses used in the diagnosis, prognosis and treatment of disease, as well as the maintenance of health. This definition is rapidly undergoing expansion due to the diverse employment opportunities available to clinical laboratory science/medical technology graduates.

The American Society of Clinical Laboratory Science labels graduates "clinical laboratory scientists," since they are prepared for employment or further education in a broad spectrum of areas related to laboratory analysis. Graduates seek careers in clinical settings (hospitals or private laboratories performing tests related to disease conditions in humans and animals), industry (marketing, pharmaceutical, biomedical technology, occupational health, research and development, and quality assurance), research science, health care administration (infection control, health promotion, laboratory consultation) or public health (epidemiology, crime laboratory science, Peace Corps). Many graduates continue education in medicine, dentistry, health law or other graduate programs.

SU's program provides courses in the basic sciences of chemistry and biology, General Education and specialized areas such as microbiology, immunology, clinical biochemistry, hematology, transfusion services and management. Computerization, mathematics, instrumentation and writing are integrated into the curriculum. The diverse courses are coupled with opportunities to practice these studies in actual clinical laboratories. It is highly recommended that students wishing to pursue the degree seek academic advisement early.

The Bachelor of Science program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Graduates are eligible to take certification examinations offered by various national organizations such as the American Society of Clinical Pathologists (ASCP) and the National Credentialing Agency for Laboratory Personnel (NCALP).

Undergraduate Program in Respiratory Therapy

The Department of Health Sciences offers a program leading to the Bachelor of Science in respiratory therapy, preparing highly trained health care practitioners who administer care to patients with disorders of the cardiopulmonary system. Program admission is competitive and it is highly recommended that students wishing to pursue the degree seek academic advisement early.

The professional coursework in the respiratory therapy program provides extensive exposure to many therapeutic modalities including, but not limited to, oxygen therapy, small volume nebulizer therapy, chest physical therapy, intermittent positive pressure breathing, mechanical ventilation, intubation, blood gas acquisition and analysis, neonatal intensive care, monitoring heart and lung functions of critically ill patients, cardiopulmonary resuscitation, and numerous rotations (e.g., pulmonary function laboratory, cardiopulmonary rehab, etc.). The clinical rotations of the respiratory therapy program are divided among the student's junior and senior clinicals. The junior year is spent providing care to patents on the general floors and the senior year is spent providing care entirely in intensive care and the emergency department. This provides graduates the best exposure to a wide variety of patient diseases and severity of diseases. Graduates are offered certifications in CPR, Neonatal resuscitation, Pediatric Advanced Life Support and Advanced Cardiovascular Life Support

The Bachelor of Science program is accredited by the Committee on the Accreditation of Respiratory Care programs (CoARC). Graduates are eligible to take credentialing examinations offered by the National Board of Respiratory Care (NBRC).

Graduate Program in Applied Health Physiology

The Department of Health Sciences offers a program leading the Master of Science in applied health physiology. This professional degree program is designed to prepare leaders in the fields of health care/wellness or fitness. The program offers three possible areas of focus: cardiovascular/pulmonary rehabilitation, strength and conditioning, and fitness/wellness. The program provides academic preparation for students seeking certification by the American College of Sports Medicine as exercise specialists or by the National Strength and Conditioning Association as certified strength and conditioning specialists (CSCS). The academic coursework prepares students for careers in health care settings such as hospitals, youth and geriatric centers, state and local health departments, corporate wellness programs, personal trainers, and strength and conditioning coaches for sports teams. The academic and clinical faculty members provide multiple opportunities for hands-on experience in addition to traditional classroom interactions.

MATHEMATICS AND COMPUTER SCIENCE

Majors: Computer Science, Mathematics
Minors: Computer Science, Mathematics, Statistics
(See "Undergraduate Minors" section for details.)

Chair
Professor Kathleen M. Shannon, Ph.D.; Brown University
Professors
Homer W. Austin, Ph.D.; University of Virginia
Donald C. Cathcart, Ed.D.; Indiana University
Steven M. Hetzler, Ph.D.; Northwestern University
E. Lee May Jr., Ph.D.; Emory University
Mohammad Moazzam, Ph.D.; The Catholic University of America
David L. Parker, Ph.D.; Indiana University
Barbara A. Wainwright, Ph.D.; University of Delaware
Associate Professors
Michael J. Bardzell, Ph.D.; Virginia Polytechnic Institute and State University
Harel Barzilai, Ph.D.; Cornell University
Jennifer A. Bergner, Ph.D.; University of Northern Colorado
Dean DeFino, M.S.; University of Tennessee
Kurt E. Ludwick, Ph.D.; Temple University
Philip E. Luft, Ph.D.; University of Colorado
Donald E. Spickler Jr., Ph.D.; University of Virginia
Xiaohong Sophie Wang, Ph.D.; University of Victoria (Canada)
Assistant Professors
Troy V. Banks, Ph.D., University of Texas at Dallas
Enyue Lu, Ph.D.; University of Texas at Dallas
Sang-Eon Park, Ph.D.; University of Cincinnati
Adjunct Associate Professor
Thomas A. Anastasio, Ph.D.; University of Maryland Baltimore County
Senior Lecturers
Mary Beth Flagg, M.Ed.; Wilmington College
Earl W. Quillen, M.Ed.; University of Delaware

The Department of Mathematics and Computer Science offers programs leading to the Bachelor of Science in mathematics, including concentrations in computer science and statistics, and to the Bachelor of Science in computer science. The department introduces students to the beauty and utility of mathematics, statistics and computer science in an environment that enhances learning experiences inside and outside the classroom. The department provides up-to-date programs as well as undergraduate research, internship and consulting opportunities.

The major in mathematics encourages students to examine the relationships among pure mathematics, applied mathematics, statistics and computer science. It provides a foundation for graduate work or careers in applied mathematics, statistics, computer science, actuarial science or secondary education. The major in computer science, which includes a minor in mathematics, emphasizes software development principles throughout the curriculum and prepares students for graduate study or for careers in computer science, software development or systems analysis.

NURSING

Major: B.S. Nursing
Graduate: M.S. Nursing

Chair
Associate Professor Susan B. Battistoni, Ph.D.; University of Maryland College Park
Professors
Karen K. Badros, Ed.D., CFNP; University of Maryland College Park
Karin E. Johnson, Dr.P.H.; Johns Hopkins University
Dorothea McDowell, Ph.D.; University of Maryland at Baltimore
Elizabeth A. Seldomridge, Ph.D.; University of Maryland College Park
Catherine M. Walsh, Ph.D.; University of Maryland College Park
Associate Professor
Mary DiBartolo, Ph.D.; University of Maryland at Baltimore
Assistant Professors
Tina P. Brown, Ed.D.; Wilmington College
Voncelia S. Brown, M.S., Ph.D.; University of Maryland College Park
William T. Campbell, Ph.D.; University of Delaware
Mary K. Kane, M.S.N., CFNP; Georgetown University
Instructors
Michele I. Bracken, B.S., M.S., CNP; Salisbury University
Mary C. DiBartolo, Ph.D.; University of Maryland at Baltimore
Katherine Green, M.S.; Wilmington College
Margaret Mitchell, M.S.; Salisbury University
Rita Nutt, M.S.N.; Wesley College
Molly Parsons, M.S., CFNP; Salisbury University
Laurie Rockelli, M.S.; Salisbury University
Debra Webster, M.S.; Salisbury University

The Department of Nursing offers programs leading to a bachelor's or a master's degree in nursing. The faculty of the Department of Nursing at SU actively engage undergraduate and graduate students in the development of the knowledge, skills and values integral to excellence in professional nursing practice.

The programs are accredited by the Commission on Collegiate Nursing Education (CCNE) and the Maryland Board of Nursing. Graduates are eligible to take the NCLEX for licensure as registered nurses.

PHYSICS

Major: Physics
Minor: Physics
(See "Undergraduate Minors" section for details.)

Chair
Associate Professor Gail S. Welsh, Ph.D.; Pennsylvania State University
Professors
Charles Richard McKenzie, Ph.D.; Southern Illinois University
Andrew J. Pica, Ph.D.; University of Florida
Asif Shakur, Ph.D.; University of Calgary
Associate Professor
Joseph Howard, Ph.D.; University of Oklahoma
Senior Lecturer
David Kanarr, M.Ed.; Salisbury University

The Physics Department prepares students for a variety of careers in high-technology fields as well as graduate studies in physics or electrical engineering. The department's mission is to prepare students to work confidently and effectively in physics or a related field, to develop the power to think clearly, judge soundly and communicate effectively.

Graduates of the physics program have an expertise in physics, electronics and microcomputers, areas that are an increasingly important part of everyday life. Applications are found in industrial, commercial, medical and governmental environments. There is a growing need for technically oriented personnel in all aspects: research, design, manufacture, sales and service.

Undergraduate Majors

BIOLOGY

Department of Biological Sciences

Dr. Mark Holland, Chair
410-543-6490

Students majoring in biology must complete a minimum of 40 credit hours of biology with a GPA of at least 2.0 and at least 20 hours at the 300/400-level, including the following:

1. Complete the following biology core:

*BIOL 210	Biology: Concepts and Methods	4

Two of the following:

		Credits
*BIOL 211	Microbiology	4
*BIOL 212	Introduction to Plant Biology	4
*BIOL 213	Zoology	4

All of the following:

BIOL 350	Cell Biology	4
BIOL 360	Genetic Analysis	4
or		
BIOL 370	Molecular Biology	4
BIOL 418	Biology Seminar	1

*Biology majors are required to earn a C or better in these courses before enrolling in any biology courses for which they are prerequisites and also as a requirement for graduation.

2. Complete one of the five tracks (General Biology, Ecology/Evolutionary Biology, Organismal Biology, Cell and Molecular Biology/Biotechnology, Microbiology).

3. Satisfy the following related science courses:

		Credits
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
CHEM 221	Organic Chemistry I	4

4. Satisfy the following math requirement:

		Credits
MATH 155	Modern Statistics	3
or		
MATH 160	Introduction to Applied Calculus	3
or		
MATH 201	Calculus I	4

5. Complete one of the following physical science courses:

		Credits
GEOG 105	Introduction to Physical Geography	4
GEOG 401	Soil, Water and Environment	3
GEOL 103	Introduction to Physical Geology	3
PHYS 121	General Physics I	4
PHYS 221	Physics I	4

The following courses are highly recommended for all biology majors as is a year of physics since they are usually required for graduate study in the discipline:

		Credits
CHEM 222	Organic Chemistry II	4
CHEM 407	Biochemistry	4

The following courses may be taken as general electives, but are not acceptable for credit toward a major in biology:

		Credits
BIOL 101	Fundamentals of Biology	4
BIOL 105	Biology and Society	3
BIOL 110	Human Biology	4
BIOL 214	Medical Physiology	3
BIOL 217	Nutrition	3
BIOL 219	Biology of Human Aging	3
BIOL 220	Humans and the Environment	4
BIOL 416	Research in Biology	3
BIOL 419	Biology Seminar	1
BIOL 450	Internship	1-3

General Biology Track

One of the following:

		Credits
BIOL 310	Ecology	4
BIOL 360 *	Genetic Analysis	4
BIOL 435	Evolutionary Biology	3

*If BIOL 360 is taken as part of the core, it satisfies this requirement as well.

One of the following:

BIOL 215**	Human Anatomy and Physiology I	4
and		
BIOL 216 **	Human Anatomy and Physiology II	4
BIOL 422	Vertebrate Physiology	4
BIOL 430	Plant Physiology	4

**BIOL 215/216 together satisfy this requirement.

Complete an additional 8-12 hours of approved biology credit, to bring the total biology credits to 40 with 20 hours at the 300/400 level. Approved courses include BIOL 115 and biology courses at the 200, 300 and/or 400 level, except BIOL 214, 217, 219, 416, 419 or 450, and include ENVH 210, 301 and 302.

Ecology/Evolutionary Biology Track

		Credits
BIOL 310	Ecology	4
BIOL 435	Evolutionary Biology	3
BIOL 401	Wetland Ecology	4
or		
BIOL 410	Estuarine Biology	3

Complete an additional 9-10 hours of approved biology credit at the 300/400 level, to bring the total biology credits to 40 with 20 hours at the 300/400 level. Approved courses include BIOL 115 and biology courses at the 200, 300 and/or 400 level, except BIOL 214, 217, 219, 416, 419 or 450 and include ENVH 210, 301 and 302.

Organismal Biology Track

		Credits
BIOL 310	Ecology	4

One of the following:

BIOL 313	Comparative Anatomy	4
BIOL 325	Plant Anatomy	4
BIOL 411	Vertebrate Embryology	4

One of the following:

BIOL 422	Vertebrate Physiology	4
BIOL 430	Plant Physiology	4
BIOL 215*	Human Anatomy and Physiology I	4
and		
BIOL 216 *	Human Anatomy and Physiology II	4

*BIOL 215 /216 together satisfy both of these requirements

One of the following:

BIOL 305	Mammalogy	4
BIOL 312	Plant Taxonomy	3
BIOL 316	General Entomology	3
BIOL 320	Biology of the Vertebrates	4
BIOL 321	Invertebrate Biology	4
BIOL 322	Parasitology	3
BIOL 324	Plant Morphology	3
BIOL 405	Ornithology	4
BIOL 407	Biology of Fishes	3
BIOL 435	Evolutionary Biology	3

Complete an additional four to five hours of approved biology credit, to bring the total biology credits to 40 with 20 hours at the 300/400 level. Approved courses include BIOL 115 and biology courses at the 200, 300 and/or 400 level, except BIOL 214, 217, 219, 416, 419 or 450 and include ENVH 210, 301 and 302.

Cell and Molecular Biology/Biotechnology Track

Note: BIOL 370: Molecular Genetics must be selected as part of the biology core. Students must also complete CHEM 222 and CHEM 417.

Complete 16 credits from the following:

		Credits
BIOL 211	Microbiology (if not selected in core)	4
BIOL 323	Medical Microbiology	4
BIOL 333	Immunology	4
BIOL 360	Genetic Analysis	4
BIOL 422	Vertebrate Physiology	4
BIOL 430	Plant Physiology	4
BIOL 433	Environmental Microbiology	4
BIOL 440	Contemporary Genetics	4
BIOL 445	Virology	3
BIOL 460	Biology of Cell Membranes	3
BIOL 465	Advanced Cell Biology	3
BIOL 470	Biotechnology	3

Complete an additional three hours of approved biology credit to bring the total biology credits to 40 with 20 hours at the 300/400 level. Approved courses include BIOL 115 and biology courses at the 200, 300 and/or 400 level, except BIOL 214, 217, 219, 416, 419 or 450 and include ENVH 210, 301 and 302.

Microbiology Track

Note: BIOL 211: Microbiology and BIOL 370: Molecular Genetics must be selected as part of the biology core.

Complete 16 credits from the following:

		Credits
BIOL 322	Parasitology	3
BIOL 323	Medical Microbiology	4
BIOL 333	Immunology	4
BIOL 433	Environmental Microbiology	4
BIOL 440	Contemporary Genetics	4
BIOL 445	Virology	3
BIOL 465	Advanced Cell Biology	3
BIOL 460	Biology of Cell Membranes	3

Complete an additional three hours of approved biology credit to bring the total biology credits to 40 with 20 hours at the 300/400 level. Approved courses include BIOL 115 and biology courses at the 200, 300 and/or 400 level, except BIOL 214, 217, 219, 416, 419 or 450 and include ENVH 210, 301 and 302.

Pre-professional Track

Pre-professional students select and follow one of the five tracks listed previously. In addition, they will select their courses according to the admission demands of the professional schools in their areas of interest with the advice of the health professions advisors of the Henson School of Science and Technology Health Programs Committee. These advisors can assist students in developing pre-professional tracks for medicine, dentistry, veterinary medicine, optometry and podiatric medicine. See the "Pre-professional Programs" section of this catalog for more information.

Accelerated Professional Programs

See "Accelerated Admission to Health Professions Education Program" portion of the "Pre-Professional Programs" section of this catalog for details.

Teacher Certification

Students seeking certification to teach biology in secondary schools must meet all major requirements, the requirements for one of the five tracks, BIOL 310 Ecology, and the following specific and additional requirements in related sciences. Because it allows the most flexibility in course selection, the General Biology Track is recommended for biology secondary education majors, but it is possible to follow any of the tracks. Students may repeat education courses only once.

		Credits
BIOL 115/ MDTC 101	Safety in the Biological, Chemical and Clinical Laboratory	1
or		
CHEM 207	Laboratory Safety	1

Students must also fulfill the math requirement by choosing one of the following courses:

		Credits
MATH 155	Modern Statistics	3
MATH 160	Introduction to Applied Calculus	3
MATH 201	Calculus I	4

In addition, students must also complete the following courses with a grade of C or better (exception: PSYC 101):

		Credits
CMAT 250	Instructional Communication	3
PSYC 101	General Psychology	3
EDUC 210	School in a Diverse Society	3
EDUC 300	Development, Learning and Assessment	3
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
SCED 339	Secondary/K-12 Methods Visitation	0
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 374	Science and Reading Methods: Part I	3
SCED 433	Reflection and Inquiry in Teaching Practice	3
SCED 474	Science and Reading Methods: Part II	3

In order to enroll in professional education program courses, students must meet the following requirements:

1. Apply for formal admission to the professional program.
2. Complete a minimum of 56 college credits with a minimum of 2.50 GPA, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in biology, including transfer credits.
4. Show satisfactory results on the Praxis I as defined by the Maryland State Department of Education.
5. Submit at least three positive recommendations from faculty in departments other than education.
6. Obtain written approval of the application from their advisor(s).
7. Have completed 12 credits in the major field.

Students majoring in biology, secondary education track, should obtain the program curriculum guide and seek advisement from the biological science education specialist in the Department of Biological Sciences.

▸ Admission to Internship

Prior to the internship, secondary education students must do the following:

1. Complete the written application for the internship.
2. Complete a minimum of 90 credits including methods and at least 24 credit hours of the academic major (secondary and K-12 programs).
3. Have an overall grade point average of at least 2.50 including transfer credit.
4. Have a minimum grade point average of at least 2.75 in the academic major courses as defined by each academic department.
5. Have a minimum average of 2.75 in professional education courses with no grade below C.
6. Submit two positive recommendations from faculty in education and the major advisor.
7. Obtain verification of completion of these requirements from the director of field experiences.

▸ Additional Requirements

1. To be eligible for the internship, all students enrolled in a secondary program or in the music K-12 program must complete the appropriate two sequenced methods courses for the content major and the following courses in education with grades of C or better:

		Credits
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
SCED 339	Secondary/K-12 Methods Visitation	0
SCED 367	Inclusive Instruction for Secondary Teachers	3

2. In July, 1998, the Maryland State Board of Education adopted regulations mandating all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. All secondary education majors who complete the secondary education program will have satisfied the six hours course work in reading by program integration.
3. All secondary education majors are required to pass the following courses:

		Credits
SCED 426	Directed Teaching in the Secondary School	6
SCED 428	Directed Teaching in the Secondary School	6

4. Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100 day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Students will also be required to follow the University calendar with respect to attendance at the University Intern seminar. Interns are responsible for their own transportation to the PDS site.
5. All secondary/K-12 students in a program requiring Praxis II examinations for licensure must take the Maryland Praxis II tests for their content area prior to graduation.

Students may repeat education courses only once.

▸ Title II Accountability

Under federal Title II regulations, the University is required to report the pass rates of graduates who took required teacher certification tests for Maryland certification. Please see Appendix C.

Dual Degree Program in Biology And Environmental/Marine Science

SU and UMES offer a dual-degree program in biology and environmental/marine science. Students from SU who complete the program receive a Bachelor of Science in biology from SU and a Bachelor of Science in environmental science with the marine ecology option from UMES.

Students wishing to enroll in this program are initially registered as pre-dual degree majors (pre-ENVS) and enter the dual degree program once they have completed BIOL 210, BIOL 212, CHEM 121 and CHEM 122 with a C or better in all four courses.

These students pursue their biology major at SU, completing all biology core requirements (including BIOL 213) as well as the following:

1. Students in this program take a minimum of 23 semester credit hours on the UMES campus. They complete registration for UMES courses by submitting an interinstitutional enrollment form available from their advisor or the Registrar's Office. As part of the 16 hours of biology elective requirements, students must take the following courses:

		Credits
BIOL 201*	Marine Zoology	4
BIOL 202*	Marine Botany	4
BIOL 310	Ecology	4
BIOL 401	Wetland Ecology	4
BIOL 410	Estuarine Biology	3

2. In addition to completing requirements for the biology major, students are required to complete the following courses:

		Credits
ENVS 202*	Oceanography	4
ENVS 221*	Principles of Environmental Science	4
ENVS 411*	Water Pollution	4
or		
ENVS 434*	Air Pollution	4
ENVS 460*	Earth Science	4
GEOG 105	Introduction to Physical Geography	4
PHYS 121	General Physics I	4
PHYS 123	General Physics II	4
MATH 155	Modern Statistics with Computer Analysis	3
MATH 201	Calculus I	4
or		
MATH 160	Introduction to Applied Calculus	3
MATH 202	Calculus II	4
or		
XXX XXX	** Environmental Elective	3

* offered at UMES only; C or better required

** select one from GEOG 219, 311, 321, 401, 402, 411; ECON 415; BIOL 433; POSC 360.

NOTE: Because course numbers may not be the same at both institutions it is important that students check their program plans carefully with their advisors.

The checksheet/curriculum guide for the program is available from the departments of Biological Sciences at both Salisbury University and the University of Maryland Eastern Shore.

General Information

▸ Transfer Students

Transfer students seeking the degree in biology must complete a minimum of 15 credit hours of courses in biology at Salisbury University.

Curriculum Guide: Bachelor of Science In Biology

The following is a sample sequence of courses for freshmen students majoring in biology, following the general biology track. Curriculum guides for the four other tracks within the biology major are available (with checklists) in the Department of Biological Sciences. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN	YEAR	Credits
BIOL 210	Biology: Concepts and Methods	3
CHEM 121	General Chemistry I	4
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
		13
BIOL 211	Microbiology	4
or		
BIOL 212	Introduction to Plant Biology	4
or		
BIOL 213	Zoology	
CHEM 122	General Chemistry II	4
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
PHEC 106	Personalized Health/Fitness	3
		17

CHEMISTRY

Department of Chemistry

Dr. John Tyvoll, Chair
410-543-6480

The Chemistry Department offers a broad selection of tracks for students seeking careers in chemistry and the physical sciences. The Bachelor of Science in chemistry requires a minimum of 120 credits for graduation. Chemistry majors must have at least a C average in the math and science courses required by the major. Transfer students majoring in chemistry are required to complete at least 15 hours in chemistry at Salisbury University. With the proper selection of electives, a chemistry major can be used for entry into the professional programs of dentistry, medicine, veterinary medicine, pharmacy or patent law (see "Pre-professional Programs" section).

All chemistry majors must complete the following core courses. In addition, each major must satisfy the additional requirements for the chosen track as outlined below.

Chemistry Core Courses

		Credits
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
CHEM 221	Organic Chemistry I	4
CHEM 222	Organic Chemistry II	4
CHEM 321	Analytical Chemistry	4
MATH 201	Calculus I	4
MATH 202	Calculus II	4
PHYS 221	Physics I *	4
PHYS 223	Physics II *	4

* Students in the accelerated tracks (described below) may take PHYS 121 or PHYS 221

** Students in the accelerated tracks (described below) may take PHYS 123 or PHYS 223

In addition to completing these core courses, students must complete their major in one of six ways: traditional chemistry track, ACS chemistry track, biochemistry track, ACS biochemistry track, teacher certification track, pre-engineering track, or an accelerated track.

Traditional Chemistry Track

This is a baccalaureate track designed for direct entry into the chemistry profession.

		Credits
CHEM 207	Laboratory Safety	1
CHEM 212	Chemistry of the Elements	2
CHEM 333	Instrumental Analysis	3
CHEM 341	Physical Chemistry I	3
CHEM 342	Physical Chemistry II	3
CHEM 406	Inorganic Chemistry	3
CHEM 410	Chemical Research	3
or		
CHEM 413	Internship/Co-op in Chemistry	3
CHEM 415	Seminar	2
CHEM 441	Advanced Experimental Chemistry I	4
CHEM 442	Advanced Experimental Chemistry II	4
BIOL 210	Biology: Concepts and Methods	4
PHYS 309	Mathematical Physics	3

American Chemical Society Chemistry Track

The ACS certified degree is widely recognized in the chemistry profession as a standard of excellence. This track is designed for motivated students with good scholastic records who intend to enter graduate programs in chemistry or closely related fields.

		Credits
CHEM 207	Laboratory Safety	1
CHEM 212	Chemistry of the Elements	2
CHEM 333	Instrumental Analysis	3
CHEM 341	Physical Chemistry I	3
CHEM 342	Physical Chemistry II	3
CHEM 406	Inorganic Chemistry	3
CHEM 381	Environmental Chemistry	3
or		
CHEM 408	Polymer Chemistry	3
or		
CHEM 412	Organic Chemistry III	3
or		
CHEM 499	Special Topics in Chemistry	3
CHEM 410	Chemical Research	6
CHEM 415	Seminar	2
CHEM 417	Biochemistry I	4
CHEM 441	Advanced Experimental Chemistry I	4
CHEM 442	Advanced Experimental Chemistry II	4
BIOL 210	Biological Concepts and Methods	4
PHYS 309	Mathematical Physics	3

Biochemistry Track

The biochemistry track is designed for students interested in developing a deeper understanding of biochemical principles and engaging in more advanced biochemistry laboratory experiences. This track provides a diversified background for postgraduate health-related programs, such as dentistry, medicine, or veterinary medicine (see "Pre-professional Programs" section). When coordinated properly, completion of this track satisfies the requirements of most medical schools.

		Credits
CHEM 207	Laboratory Safety	1
CHEM 212	Chemistry of the Elements	2
CHEM 311	Survey of Physical Chemistry	3
CHEM 333	Instrumental Analysis	3
CHEM 406	Inorganic Chemistry	3
CHEM 410	Chemical Research	3
or		
CHEM 413	Internship/Co-op in Chemistry	3
CHEM 415	Seminar	2
CHEM 417	Biochemistry I	4
CHEM 418	Biochemistry II	3
CHEM 419	Biochemical Methods	4
CHEM 441	Advanced Experimental Chemistry I	4
BIOL 210	Biology: Concepts and Methods	3
BIOL 211	Microbiology	4
or		
BIOL 212	Introduction to Plant Biology	4
or		
BIOL 213	Zoology	4
BIOL 350	Cell Biology	4
or		
BIOL 370	Molecular Genetics	4
BIOL 3XX	Biology Elective	3/4
or		
BIOL 4XX	Biology Elective	3/4

American Chemical Society Biochemistry Track

The ACS certified chemistry degree/biochemistry track is designed for highly motivated chemistry majors seeking a curriculum emphasizing biochemistry. This option is well suited for students who intend to enter graduate programs in biochemistry or closely related fields. When coordinated properly, completion of this track satisfies the requirements of most medical schools.

		Credits
CHEM 207	Laboratory Safety	1
CHEM 212	Chemistry of the Elements	2
CHEM 333	Instrumental Analysis	3
CHEM 341	Physical Chemistry I	3
CHEM 342	Physical Chemistry II	3
CHEM 406	Inorganic Chemistry	3
CHEM 410	Chemical Research	3
CHEM 415	Seminar	2
CHEM 417	Biochemistry I	4
CHEM 418	Biochemistry II	3
CHEM 419	Biochemical Methods	4
CHEM 441	Advanced Experimental Chemistry I	4
PHYS 309	Mathematical Physics	3
BIOL 210	Biology: Concepts and Methods	4
BIOL 211	Microbiology	4
or		
BIOL 212	Introduction to Plant Biology	4
or		
BIOL 213	Zoology	4
BIOL 350	Cell Biology	4
BIOL 370	Molecular Genetics	4

Teacher Certification

The teacher certification track is a Maryland State Department of Education -approved teacher education program, which certifies students to teach chemistry in the secondary schools. Students must complete CMAT 250 and all EDUC and SCED courses with grades of C or better (exception: PSYC 101). Students may repeat education courses only once.

		Credits
CHEM 107	Chemistry: A Humanistic Perspective	4
or		
CHEM 109	Energy and the Environment	4
CHEM 207	Laboratory Safety	1
CHEM 212	Chemistry of the Elements	2
CHEM 341	Physical Chemistry I	3
CHEM 342	Physical Chemistry II	3
CHEM 406	Inorganic Chemistry	3
CHEM 417	Biochemistry I	4
BIOL 101	Fundamentals of Biology	4
PHYS 309	Mathematical Physics	3
CMAT 250	Instructional Communication	3
PSYC 101	General Psychology	3
EDUC 210	School in a Diverse Society	3
EDUC 300	Development, Learning and Assessment	3
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
SCED 339	Secondary/K-12 Methods Visitation (2 semesters)	0
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 374	Science and Reading Methods in Secondary Schools, Part I	3
SCED 433	Reflection and Inquiry in Teaching Practice	3
SCED 474	Science and Reading Methods in the Secondary School, Part II	3

In order to enroll in professional education program courses, students must:

1. Apply for formal admission to the professional program.
2. Complete a minimum of 56 college credits with a minimum GPA of 2.50, including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in chemistry, including transfer grades.
4. Show satisfactory results on the Praxis I Examination as defined by the Maryland State Department of Education.
5. Submit at least three positive recommendations from faculty in departments other than education.
6. Obtain other written approval of the application from their advisor(s).
7. Have completed 12 credits in the major field.

▸ Admission to Internship

Prior to the internship, secondary education students must do the following:

1. Complete the written application for the internship.
2. Complete a minimum of 90 credits including methods and at least 24 credit hours of the academic major (secondary and K-12 programs).
3. Have an overall grade point average of at least 2.50 including transfer credit.
4. Have a minimum grade point average of at least 2.75 in the academic major courses as defined by each academic department.
5. Have a minimum average of 2.75 in professional education courses with no grade below C.
6. Submit two positive recommendations from faculty in education and the major advisor.
7. Obtain verification of completion of these requirements from the director of field experiences.

▸ Additional Requirements

1. To be eligible for the internship, all students enrolled in a secondary program or in the music K-12 program must complete the appropriate two sequenced methods courses for the content major and the following courses in education with grades of C or better:

		Credits
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
SCED 339	Secondary/K-12 Methods Visitation	0
SCED 367	Inclusive Instruction for Secondary Teachers	3

2. In July, 1998, the Maryland State Board of Education adopted regulations mandating all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. All secondary education majors who complete the secondary education program will have satisfied the six hours course work in reading by program integration.
3. All secondary education majors are required to pass the following courses:

		Credits
SCED 426	Directed Teaching in the Secondary School	6
SCED 428	Directed Teaching in the Secondary School	6

4. Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100 day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Students will also be required to follow the University calendar with respect to attendance at the University Intern seminar. Interns are responsible for their own transportation to the PDS site.
5. All secondary/K-12 students in a program requiring Praxis II examinations for licensure must take the Maryland Praxis II tests for their content area prior to graduation.

Students may repeat education courses only once.

▸ Title II Accountability

Under federal Title II regulations, the University is required to report the pass rates of graduates who took required teacher certification tests for Maryland certification. Please see Appendix C.

Pre-engineering Track

The pre-engineering track is a 3-2 dual-degree program in cooperation with the University of Maryland and Widener University (see Dual-Degree Engineering Majors).

		Credits
CHEM 341	Physical Chemistry I	3
CHEM 342	Physical Chemistry II	3
MATH 310	Calculus III	4
MATH 311	Differential Equations I	4
COSC 120	Computer Programming	4
PHYS 313	Introduction to Modern Physics	3
ECON 211	Micro-Economic Principles	3
or		
ECON 212	Macro-Economic Principles	3
ENGR 110	Statics	3
ENGR 221	Dynamics	3

Prior to entering the engineering program at the receiving institution, students must complete all SU general education and other graduation requirements. In addition, students must complete at least 30 hours of course work at the receiving institution.

Pre-professional Track

Students interested in pursuing postgraduate professional school programs (medicine, dentistry, veterinary medicine, pharmacy, optometry and podiatric medicine) may earn a chemistry degree. With the advice of a health profession advisor on the Henson School of Science and Technology Programs Committee, these students select their courses according to the admission demands of the professional schools in their areas of interest. See the "Preprofessional Programs" section of this catalog for more information.

Accelerated Professional Tracks

The University has cooperative agreements with the Pennsylvania College of Optometry, the University of Maryland School of Pharmacy, and the Pennsylvania College of Podiatric Medicine that lead to the Doctor of Optometry, Doctor of Pharmacy, or Doctor of Podiatry. Normally, when schools are not affiliated, students require eight years to earn a baccalaureate and a doctorate degree, but in the accelerated tracks, students may earn both degrees in seven years.

In an accelerated track a student completes three years of study at SU and then, if accepted, the student may enter a professional school during what would have been the fourth year of study at SU. While at SU, students complete the core courses identified above as well as the additional requirements listed for the appropriate selection given below. Students also must complete all SU general education requirements prior to entering a program at a professional school. Please note that completion of SU requirements does not guarantee admission into a graduate program. After successful completion of the first year of study at professional school, usually, students receive the baccalaureate degree in Chemistry from Salisbury University. See the "Preprofessional Programs" section of this catalog for more information.

The SU requirements for these accelerated tracks (after completion of the chemistry core courses) are outlined below.

▸ Pharmacy

		Credits
CHEM 207	Laboratory Safety	1
CHEM 212	Chemistry of the Elements	2
CHEM 311	Survey of Physical Chemistry	3
CHEM 333	Instrumental Analysis	3
CHEM 417	Biochemistry	4
MATH 155	Modern Statistics with Computer Analysis	3
or		
MATH 213	Statistical Thinking	3
BIOL 210	Biology: Concepts and Methods	4
BIOL 211	Microbiology	4

▸ Optometry

		Credits
CHEM 207	Laboratory Safety	1
CHEM 212	Chemistry of the Elements	2
CHEM 311	Survey of Physical Chemistry	3
CHEM 333	Instrumental Analysis	3
CHEM 417	Biochemistry	4
MATH 155	Modern Statistics with Computer Analysis	3
or		
MATH 213	Statistical Thinking	3
BIOL 210	Biology: Concepts and Methods	4

BIOL 213	Zoology	4
BIOL 211	Microbiology	4
PSYC 101	General Psychology	3

Podiatry

		Credits
CHEM 207	Laboratory Safety	1
CHEM 212	Chemistry of the Elements	2
CHEM 311	Survey of Physical Chemistry	3
CHEM 333	Instrumental Analysis	3
CHEM 417	Biochemistry	4
BIOL 210	Biology: Concepts and Methods	4
BIOL 213	Zoology	4

Curriculum Guide: Bachelor of Science in Chemistry

The following is a sample sequence of courses for freshmen students pursuing the ACS-certified degree in chemistry. Checklists for each of the chemistry major tracks are available in the Chemistry Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
CHEM 121	General Chemistry I	4
ENGL 101	Composition I	3
HIST 101	World Civilization	3
MATH 201	Calculus I	4
CHEM 122	General Chemistry II	4
ENGL 102	Composition II	3
HIST 102	World Civilization	3
MATH 202	Calculus II	4
	Group IB Elective	3

CLINICAL LABORATORY SCIENCE/MEDICAL TECHNOLOGY

Department of Health Sciences

Johanna Laird, Program Director
410-543-6364

The program consists of a basic two-year curriculum of General Education experience and support courses in the biological and physical sciences (lower-division core) followed by two years of professional instruction and training (upper-division core). A total of 120 credit hours is required for graduation in clinical laboratory science/medical technology.

1. Selected science and math courses must be completed:

		Credits
BIOL 210	Biology Concepts and Methods *	4
BIOL 211	Microbiology	4
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
MATH 155	Modern Statistics with Computer Analysis	3
MDTC 201	Medical Physiology *	4

Note: *BIOL 215 and 216 (Human Anatomy and Physiology I and II) may be substituted for BIOL 210 and MDTC 201.

2. Complete the following program courses with the grade of "C" or better:

		Credits
MDTC 101	Safety in the Biological, Chemical and Clinical Laboratory	1
MDTC 300	Principles of Clinical Laboratory Science	4
MDTC 301	Hematology I	4
MDTC 311	Clinical Microbiology I	4
MDTC 331	Diagnostic Immunology	4
MDTC 341	Clinical Biochemistry I	5
MDTC 401	Hematology II	3
MDTC 402	Hematology III	3
MDTC 403	Urine and Body Fluid Analysis	1
MDTC 411	Clinical Microbiology II	4
MDTC 412	Clinical Microbiology III	3
MDTC 413	Clinical Immunology	1
MDTC 431	Introduction to Transfusion Services	3
MDTC 432	Clinical Practice in Transfusion Services	3
MDTC 441	Clinical Biochemistry II	4
MDTC 442	Automated Clinical Chemistry	2
MDTC 443	Special Clinical Chemistry	3
MDTC 461	Organization and Management of the Laboratory	2
MDTC 470	Research Methods in Clinical Laboratory Science	1
MDTC 471	Clinical Seminar	1

Pre-health Professional Preparation

Students pursuing pre-health options such as pre-medicine need to take courses that meet requirements for specific schools. Selection of courses should be coordinated with the Health Professions Advisory Committee of the Henson School of Science and Technology. These advisors can assist students in meeting these specific requirements. Please see the Pre-professional Programs section of this catalog for more information.

General Information

Advanced standing will be granted to those individuals who meet acceptable criteria of the University. Applicants who hold certification as medical laboratory technicians may be offered advanced status. Methods include CLEP, transfer of academic credit from accredited institutions and credit for prior life and work experiences.

In their junior and senior years, students must register for and satisfactorily complete three semesters of didactic study, a senior winter term of clinical rotation and a semester of full-time clinical experience at approved clinical affiliates of the program which may include Peninsula Regional Medical Center, Memorial Hospital at Easton, Shore Health Laboratories, Nanticoke Memorial Hospital, Shore Memorial Hospital, Atlantic General Hospital and Dorchester General Hospital. Students are responsible for registration fees for fall and spring semesters and winter term, and for registration fees, housing, meals and transportation during the winter term and clinical experience semester. In addition, it is each student's responsibility to have all appropriate vaccinations including the hepatitis B vaccine and a physical examination performed by a personal physician during the senior year prior to clinical rotations.

Placement and progression in courses are determined by program policies. For detailed policies, consult the program handbook, available in the office of the program director.

Major requirements completed seven years prior to admission must be updated in a manner acceptable to NAACLS. Evaluations will be performed on an individual basis.

Admission to Upper Division

Students should declare a major in clinical laboratory science/medical technology early in their academic careers to assure appropriate advisement.

Admission to the upper-division (professional) component of the program during the spring of the sophomore year, is based on satisfactory completion of (or a plan to complete) the lower-division core as well as on professional and technical aptitude for the field.

Students should be aware that there are physical, mental, and emotional demands in the field. A description of the essential functions required by the program is available in the admissions policy. Applicants are required to acknowledge, in writing, that they are aware of these essential functions prior to beginning the program.

Space in the upper division is limited each year; therefore, students should seek admission early. Admission is not guaranteed, even with satisfactory completion of the lower division. To receive a copy of the admission requirements please contact the program office at 410-543-6364 or the department office at 410-543-6365.

Other Science Majors

Students from other science majors such as biology or chemistry are encouraged to seek permission to take courses for elective credit if they have an interest in clinical laboratory medicine. Eligibility for ASCP categorical certification in one area such as clinical microbiology, clinical chemistry or hematology can be earned by taking an approved plan of courses.

Curriculum Guide: Bachelor of Science In Clinical Laboratory Science/Medical Technology

The following is a sample sequence of courses for freshmen students majoring in clinical laboratory science/medical technology. Information regarding course requirements and sequence beyond the freshmen year is available upon request from the Health Sciences Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
BIOL 210	Biology: Concepts and Methods	4
CHEM 121	General Chemistry I	4
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
MDTC 101	Safety in the Biological, Chemical and Clinical Laboratory	1
		15
MDTC 201	*Medical Physiology	4
CHEM 122	General Chemistry II	4
ENGL 102	Composition II	3
PHEC 106	Personalized Health/Fitness	3
		14

NOTE: BIOL 215 and 216 (Human Anatomy and Physiology I and II) may be substituted for BIOL 210 and MDTC 201.

NOTE: Transfer students and medical laboratory technicians should seek individual advisement from the program to prevent duplication of coursework and/or experiences.

COMPUTER SCIENCE

Department of Mathematics and Computer Science

Dr. Kathleen Shannon, Program Director
410-543-6140

The major in computer science, which includes a minor in mathematics, emphasizes software development principles throughout the curriculum and prepares students for graduate study or for careers in computer science, software development or systems analysis. The department provides up-to-date programs as well as undergraduate research, internships and consulting opportunities

The computer science major requires 19 courses (63-65 credits) arranged in four components:

I. Mathematics Core for computer science (20 credits) which completes a minor in mathematics;
II. Lower-Division Computer Science Core (12 credits);
III. Upper-Division Computer Science Core (19 credits); and
IV. Four upper-level electives (12-14 credits, selected with the guidance of a faculty advisor).

All required mathematics and computer science courses and all upper-level electives must be completed with grades of C or better (or pass if they are offered only on a pass-fail basis). No course may be taken until all prerequisite courses have been completed with grades of C or better.

Transfer students majoring in computer science are required to complete at least 12 hours of upper-level computer science courses with grades of C or better at Salisbury University.

Students may not receive credit for computer science courses which are prerequisites for or equivalent to computer science courses for which they have already received native or transfer credit.

I. Mathematics Core for Computer Science

		Credits
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 210	Introduction to Discrete Mathematics	4
MATH 213	Statistical Thinking	3
MATH 214	Statistics Laboratory	1
MATH 306	Linear Algebra	4

II. Lower-Division Computer Science Core

		Credits
COSC 120	Computer Programming	4
COSC 220	Data Structures and Algorithm Analysis	4
COSC 250	Microcomputer Organization	4

III. Upper-Division Computer Science Core

		Credits
COSC 320	Advanced Data Structures and Algorithm Analysis	3
COSC 350	Systems Software	4
COSC 362	Mathematical Foundations of Computer Science	3
COSC 425	Software Engineering I	3
COSC 426	Software Engineering II	3
COSC 450	Operating Systems	3

▸ IV. Four Upper-level Electives

Choose four courses from the following:

		Credits
COSC 370	Computer Networks	3
COSC 380	Internship*	3
COSC 390	Undergraduate Research Project*	3
COSC 422	Organization of Programming Languages	3
COSC 456	Computer Architecture	3
COSC 482	Computer Graphics	3
COSC 490	Special Topics	3
COSC 495	Directed Consulting*	4
INFO 386	Database Management Systems**	3
MATH 471	Numerical Methods**	3

or other COSC, INFO, MATH or PHYS courses approved by the chair, including those courses offered at other universities

* COSC 380, 390 (taken for at least three credits) and 495 may be used to satisfy at most one of the upper-level electives

** these courses have prerequisites which are not listed among the courses required in the major

Curriculum Guide: Bachelor of Science in Computer Science

The course offerings in the computer science program permit students to complete degree requirements within four years. The following is a sample sequence of courses for freshmen students majoring in computer science. Information regarding course requirements and sequence beyond the freshman year is available upon request from the Mathematics and Computer Science Department. Students should consult regularly with their advisors when developing their individual program plans in selecting courses.

Calculus and computer programming courses are time-intensive, and students are advised to plan their schedule accordingly, particularly in their first semester. Students who do not take MATH 210 or COSC 120 in their first semester will likely be advised to take three or four computer science courses in each semester during their final two years.

Students who are not comfortable with personal computer operation (including windowing, file and directory/folder manipulation, word processing, etc.) or who desire an overview of the computer science discipline should take COSC 116 instead of COSC 120 in their first semester.

College algebra, geometry and trigonometry are prerequisites for all the mathematics courses in this program. Students who have not mastered any of these subjects should take MATH 140 instead of MATH 210 in their first semester.

FRESHMAN YEAR		Credits
MATH 210*	Discrete Mathematics	4
COSC 120*	Computer Programming	4
	General Education Courses	6-7
		14-15

* see notes above regarding these courses

MATH 201	Calculus I	4
COSC 220	Data Structures and Algorithm Analysis	4
	General Education Courses	6-7
		14-15

ENVIRONMENTAL HEALTH SCIENCE

Department of Biological Sciences

Dr. Elichia A. Venso, Program Director
410-543-6490

Environmental health science is an interdisciplinary science that draws on the basic principles of biology, chemistry, physics, the geosciences and mathematics to identify, characterize, assess and control the impact of environmental factors on human health and for environmental protection. Salisbury University offers a four-year program leading to the Bachelor of Science in environmental health science. (The program is accredited by the National Environmental Health Science and Protection Accreditation Council.) The environmental health science degree plan combines the General Education experience with a strong foundation in the biological, physical, geo and mathematical sciences. Environmental health science is housed in the Biology Department.

Bachelor of Science requirements for an environmental health science major include the following:

1. Complete the following 32 core credits:

		Credits
ENVH 210	Introduction to Environmental Health	3
ENVH 301	Principles of Epidemiology	3
ENVH 302	Food Aspects of Environmental Health	3
ENVH 320	Safety and Occupational Health	3
ENVH 330	Solid/Hazardous Waste Management	3
ENVH 425	Toxicology	3
ENVS 430	Ground and Surface Water Quality	4
ENVS 440	Air Quality	4
ENVH 475	Environmental Administration and Internship	6

2. Complete an additional 42-44 related science credits:

		Credits
BIOL 210	Biology: Concepts and Methods	4
BIOL 211	Microbiology	4
BIOL 213	Zoology	4
COSC 116	Introduction to Computer Systems	4
or		
COSC 117	Problem Solving with JAVA	3
or		
COSC 118	Introduction to Scientific Programming	4
or		
COSC 120	Computer Programming	3
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
CHEM 221	Organic Chemistry I	4
PHYS 121	General Physics I	4
PHYS 123	General Physics II	4
MATH 155	Modern Statistics with Computer Analysis	3
or		
MATH 213	Statistical Thinking	3
MATH 160	Introduction to Applied Calculus	3
or		
MATH 201	Calculus I	4

3. Choose two from one of the following lists (BIOL, CHEM, GEOG/GEOL) of other science requirements (6-8 credits):

		Credits
BIOL 310	Ecology	4
BIOL 316	General Entomology	3
BIOL 322	Parasitology	3
BIOL 323	Medical Microbiology	4
BIOL 401	Wetland Ecology	4
BIOL 433	Environmental Microbiology	4
BIOL 445	Virology	3
or		
CHEM 222	Organic Chemistry II	4
CHEM 321	Analytic Chemistry	4
CHEM 333	Instrumental Analysis	3
CHEM 412	Organic Chemistry III	3
CHEM 417	Biochemistry I	4
or		
GEOG 219	Map Interpretation and Analysis	3
GEOG 319	Geographic Information Science	3
GEOG 401	Soil, Water and Environment	3
GEOG 403	Environmental Hazards	3
GEOL 103	Introduction to Physical Geology	4
GEOL 405	Environmental Geology	3

Curriculum Guide: Bachelor of Science in Environmental Health Science

The following is a sample sequence of courses for freshmen students majoring in environmental health science. Information regarding course requirements and sequence beyond the freshmen year is available upon request from the Biology Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
BIOL 210	Biology: Concepts and Methods	4
CHEM 121	General Chemistry I	4
COSC 116	Introduction to Computer Systems	4
ENGL 101	Composition I	3
		15

BIOL 213	Zoology	4
CHEM 122	General Chemistry II	4
MATH XXX	Statistics	3-4
ENGL 102	Composition II	3
		14-15

GEOGRAPHY

Department of Geography and Geosciences

Dr. Brent Skeeter, Chair
410-543-6460

All courses applied to the major must be completed with grades of C or better. Except for GEOG 204, 219, 319 and 414, the core courses may be taken in any order and a student may register for more than one in a given semester. The Department of Geography and Geosciences recommends that the lower-division core courses be completed prior to GEOG 414.

Transfer students must complete a minimum of 15 semester hours with grades of C or better in geography at Salisbury University, at least 12 semester hours of which must be at the 300/400 level. Geography majors seeking certification for teaching in either the elementary or secondary school must meet additional requirements in education. Students pursuing one of these alternatives should contact the Education Department for advisement early in their program.

While geography majors must satisfy departmental requirements, they are also encouraged to develop a program suitable to their individual needs. The department has four designated tracks: general geography, earth and atmospheric science, geographic information science, and environmental/land-use planning. Each track is designed to provide flexible, yet directed preparation toward specific employment opportunities as well as appropriate background for related graduate work. Students seeking guidance about the tracks, graduate study or career programs should see a departmental advisor.

Bachelor of Science requirements for a geography major include the following:

1. Complete the following core courses:

		Credits
GEOG 101	World Geography: Europe and Asia	3
or		
GEOG 102	World Geography: Africa and Americas	3
GEOG 201	Physical Geography/Weather and Climate	4
GEOG 203	Economic Geography	3
GEOG 204	Spatial Analysis	4
GEOG 219	Map Interpretation and Analysis	3
GEOG 319	Geographic Information Science	4
GEOG 414	Research and Writing	3
GEOL 103	Introduction to Physical Geology	4

2. Complete the following statistics course:

		Credits
MATH 155	Modern Statistics with Computer Analysis	3

3. Complete one of the following tracks.

General Geography Track

The General Geography Track is designed for students who wish to complete a traditional liberal arts major in geography. This track provides maximum flexibility in developing an individualized program, in consultation with a faculty advisor. The track requirements include a minimum of 15 hours, of which at least 12 hours must be at the 300/400 level and must include at least six hours in human and/or physical geography courses at the 300/400 level.

Earth and Atmospheric Science Track

The Earth and Atmospheric Science Track is focused on the study of the physical environment, particularly geoscience and atmospheric science. The requirements are:

		Credits
GEOG 410	Meteorology	3
GEOG 411	Geomorphology	3

Complete at least three courses from the following

		Credits
PHYS 108	Introduction to Observational Astronomy	4
GEOL 206	Historical Geology	4
GEOG 311	Coastal Processes	3
GEOG 401	Soil, Water and Environment	3
GEOG 413	Applied Climatology	3
GEOL 405	Environmental Geology	3

Geographic Information Science Track

The Geographic Information Science Track is focused on developing an understanding of the theory and application of spatial data management techniques, including geographic information systems (GIS), remote sensing and cartography. The requirements are:

		Credits
COSC 118	Introductory Scientific Programming	4
or		
COSC 120	Computer Programming	4
GEOG 419	Advanced Geographic Information Science	4

Complete at least two courses from the following:

		Credits
GEOG 320	Cartographic Visualization	3
GEOG 321	Remote Sensing of the Environment	3
GEOG 335	Computer Cartography	3

Complete two courses in human and/or physical geography at the 300/400 level.

Complete at least one course from the following:

		Credits
ART 227	Computer Graphic Design	3
COSC 220	Data Structures and Algorithm Analysis	4
COSC 482	Computer Graphics	3
INFO 211	Information Systems Concepts for Management	3
INFO 386	Database Management Systems	3

Environmental/Land-Use Planning Track

The Environmental/Land-Use Planning track focuses on the application of physical and human geography to understand the theory of land-use issues and the practice of land-use planning. The requirements are:

		Credits
GEOG 308	Principles of Planning	3

Complete at least three courses from the following:

		Credits
GEOG 328	Applied Planning	3
GEOG 402	Environmental Planning	3
GEOG 403	Environmental Hazards	3
GEOG 404	Rural Settlement and Land Use	3
GEOG 406	Regional Planning	3
GEOG 408	Urban Planning	3

Complete at least one course from the following:

		Credits
GEOG 401	Soil, Water and Environment	3
GEOL 405	Environmental Geology	3

Complete at least one course from the following:

		Credits
BIOL 310	Ecology	4
ECON 415	Environmental and Natural Resource Economics	3
ENVH 430	Ground and Surface Water Quality	4
HIST 389	Environmental History	3
POSC 360	Environmental Policy	3

Upper-Division Certificate in Geographic Information Science Fundamentals

The upper-division certificate requires at least 16 credit hours in geographic information sciences and related mapping science courses. The certificate program is designed to provide students and members of the professional community with the basic applied principles and skills in this area. Students and professionals from any major or professional orientation who need to use GIS are welcome. The requirements are:

		Credits
GEOG 219	Map Interpretation and Analysis	3
GEOG 319	Geographic Information Science	4

Complete at least three courses from the following:

		Credits
GEOG 320	Cartographic Visualization	3
GEOG 321	Remote Sensing of the Environment	3
GEOG 335	Computer Cartography	3
GEOG 419	Advanced Geographic Information Science	4

Curriculum Guide: Bachelor of Science In Geography

The following is a sample sequence of courses for freshmen students majoring in geography. Information regarding course requirements and sequence beyond the freshmen year is available upon request from the Geography and Geosciences Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN	YEAR	Credits
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
GEOG XXX	*Geography Core Requirement	3-4
	**General Education Electives	6-7
		15-17
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
GEOG XXX	*Geography Core Requirement	3-4
	General Education Electives	6-7
		15-17

* select from GEOL 103, GEOG 101 or 102, , GEOG 201, 203 and 219

** CMAT 100 recommended

MATHEMATICS

Department of Mathematics and Computer Science

Dr. Kathleen M. Shannon, Chair
410-543-6140

All students must complete the following mathematics major core:

		Credits
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 210	Introduction to Discrete Mathematics	4
MATH 213*	Statistical Thinking	3
MATH 214*	Statistics Laboratory	1
MATH 306	Linear Algebra	4
MATH 310	Calculus III	4
COSC 120	Computer Programming	4

*Students who take MATH 213 must take MATH 214 concurrently.

Students then complete their major in one of five ways: traditional option, applied option, computer science concentration, statistics concentration or teacher certification. By proper choice of electives, it is possible to complete both the traditional option and the applied option without additional credit hours. (See the department for appropriate checklists and advisement.) All required mathematics and computer science courses must be completed with grades of C or better. Some concentrations or tracks may accept the nontraditional courses MATH/COSC 380, 390, 495, but in no case may more than one or the repetition of one count toward the requirements for the major in mathematics.

Traditional Option

In addition to completing the mathematics major core, students must complete these three courses:

		Credits
MATH 311	Differential Equations I	4
MATH 441	Abstract Algebra I	3
MATH 451	Analysis I	3

and must complete a two-semester sequence at the 400-level by taking one of the following:

		Credits
MATH 414	Mathematical Statistics II	3
MATH 442	Abstract Algebra II	3
MATH 452	Analysis II	3

In addition, they must take three more upper-level MATH electives, at least two at the 400 level.

Applied Option

In addition to completing the mathematics major core, students must complete these three courses:

		Credits
MATH 311	Differential Equations I	4
MATH 413	Mathematical Statistics I	3
MATH 451	Analysis I	3

and must complete a two-semester sequence at the 400-level by taking one of the following:

		Credits
MATH 414	Mathematical Statistics II	3
MATH 452	Analysis II	3

and study the application of mathematics by completing two of these courses:

		Credits
MATH 460	Operations Research	3
MATH 465	Mathematical Models and Applications	3
MATH 471	Numerical Methods	3
MATH 475	Dynamics and Chaos	3
MATH 493	Advanced Topics in Statistics	3

In addition, students must take one upper-level MATH elective.

Computer Science Concentration

In addition to completing the mathematics major core, students must meet the following requirements:

1. Complete the following courses:

		Credits
COSC 220	Data Structures and Algorithm Analysis	4
COSC 250	Microcomputer Organization	4
COSC 320	Advanced Data Structures and Algorithm Analysis	3
COSC/ MATH 362	Mathematical Foundations of Computer Science	3

2. Complete either of the following pairs of courses:

		Credits
COSC 425	Software Engineering I	3
and		
COSC 426	Software Engineering II	3
or		
COSC 350	Systems Software	4
and		
COSC 450	Operating Systems	3

3. Complete two additional upper-level MATH or COSC elective courses.

4. Complete three additional upper-level MATH elective courses, two of which must be at the 400 level.

NOTE: COSC/MATH 380, 390 (taken for at least three credits) and 495 may be used to satisfy at most one of the upper-level COSC or MATH electives.

Statistics Concentration

In addition to completing the mathematics major core, students must meet the following requirements:

1. Complete the following courses:

		Credits
MATH 313	Survey Design and Sampling	3
MATH 314	Intermediate Applied Statistics	3
MATH 413	Mathematical Statistics I	3
MATH 414	Mathematical Statistics II	3
MATH 493	Advanced Topics in Statistics	3
MATH 3XX	Math Elective	3
or		
MATH 4XX	Math Elective	3
MATH 4XX	Math Elective	3

MATH 380/390/495 may not be used to satisfy the above electives.

2. Satisfy one of the following field experiences:

		Credits
MATH 380	Internship	3
MATH 390	Undergraduate Research Project	3
MATH 495	Directed Consulting	4

Teacher Certification

Mathematics students will be certified to teach mathematics at the secondary level by completing the mathematics major core and by fulfilling the following requirements:

1. Complete five upper-level courses as follows:

		Credits
MATH 406	Geometric Structures	3
MATH 430	Mathematical Connections for Secondary School Teachers	4
MATH 441	Abstract Algebra I	3
MATH 451	Analysis I	3
MATH 460	Operations Research	3
or		
MATH 465	Mathematical Models and Applications	3

2. Satisfy the following education requirements with a grade of C or better (exception: PSYC 101):*

		Credits
CMAT 250	Instructional Communication	3
PSYC 101	General Psychology	3
EDUC 210	School in a Diverse Society	3
EDUC 300	Development, Learning and Assessment	3
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
SCED 339	Secondary/K-12 Methods Visitation	0
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 373	Mathematics and Reading Methods: Part I	3
SCED 433	Reflection and Inquiry in Teaching Practice	3
SCED 473	Mathematics and Reading Methods: Part II	3

*students may repeat EDUC/SCED courses only once

In order to enroll in professional education program courses, students must meet the following requirements:

1. Apply for formal admission to the professional program.
2. Complete a minimum of 56 college credits with a minimum GPA of 2.50 including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in math including transfer grades.
4. Show satisfactory results on the Praxis I Examination as defined by the Maryland State Department of Education.
5. Submit at least three positive recommendations from faculty in departments other than education.
6. Obtain written approval of the application from their advisor(s).
7. Have completed 12 credits in the major field.

▸ Admission to Internship

Prior to the internship, secondary education students must do the following:

1. Complete the written application for the internship.
2. Complete a minimum of 90 credits including methods and at least 24 credit hours of the academic major (secondary and K-12 programs).

3. Have an overall grade point average of at least 2.50 including transfer credit.
4. Have a minimum grade point average of at least 2.75 in the academic major courses as defined by each academic department.
5. Have a minimum average of 2.75 in professional education courses with no grade below C.
6. Submit two positive recommendations from faculty in education and the major advisor.
7. Obtain verification of completion of these requirements from the director of field experiences.

▸ Additional Requirements

1. To be eligible for the internship, all students enrolled in a secondary program or in the music K-12 program must complete the appropriate two sequenced methods courses for the content major and the following courses in education with grades of C or better:

		Credits
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
SCED 339	Secondary/K-12 Methods Visitation	0
SCED 367	Inclusive Instruction for Secondary Teachers	3

2. In July, 1998, the Maryland State Board of Education adopted regulations mandating all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. All secondary education majors who complete the secondary education program will have satisfied the six hours course work in reading by program integration.

3. All secondary education majors are required to pass the following courses:

		Credits
SCED 426	Directed Teaching in the Secondary School	6
SCED 428	Directed Teaching in the Secondary School	6

4. Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100 day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Students will also be required to follow the University calendar with respect to attendance at the University Intern seminar. Interns are responsible for their own transportation to the PDS site.

5. All secondary/K-12 students in a program requiring Praxis II examinations for licensure must take the Maryland Praxis II tests for their content area prior to graduation.

Students may repeat education courses only once.

▸ Title II Accountability

Under federal Title II regulations, the University is required to report the pass rates of graduates who took required teacher certification tests for Maryland certification. Please see Appendix C.

General Information

▸ Prerequisites

Three units of high school mathematics (including Algebra II and geometry) or college algebra is a prerequisite for all other math courses.

Students may not receive credit for math courses which are prerequisites for or equivalent to math courses for which they have already received native or transfer credit.

▸ Transfer Students

Transfer students majoring in mathematics are required to complete at least 12 hours of upper-level courses in mathematics with grades of C or better at Salisbury University.

▸ Departmental Honors

To qualify for departmental honors, a student must meet all of the following criteria:

Academics

1. The student must qualify for institutional honors (cum laude or better).
2. The student must complete at least 18 hours of upper-division courses in mathematics and/or computer science at Salisbury University.
3. The student must earn a cumulative GPA of at least 3.75 in all upper-level courses in mathematics and/or computer science taken at Salisbury University.

Research

1. The student must assemble an Honors Advisory Committee consisting of an advisor and two additional faculty members. This committee must be approved by the department chair. The advisor must be on the faculty of the Department of Mathematics and Computer Science.
2. The student must write an honors thesis. This thesis must consist of original research in a subject area approved by the thesis committee.
3. The student must give a presentation of his/her research to the Department of Mathematics and Computer Science.
4. The student must be approved for departmental honors by an absolute majority of the Department of Mathematics and Computer Science faculty. (An "absolute majority" requires that the number of "yes" votes minus the number of "no" votes is not less than half of the total number of faculty voting, counting abstentions.) The faculty will make this decision based on both the student's written thesis and the student's research presentation.

Contact the Mathematics and Computer Science Department for additional information.

Curriculum Guide: Bachelor of Science In Mathematics

The mathematics program is designed to permit students to complete degree requirements within approximately four years. Beyond the first three semesters students should select courses appropriate to their individual programs of study (as detailed above).

The following is a sample sequence of courses for freshmen students majoring in mathematics. Information regarding course requirements and sequence beyond the freshmen year is available upon request from the Mathematics and Computer Science Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		Credits
MATH 201	Calculus I	4
MATH 213	Statistical Thinking	3
MATH 214	Statistics Laboratory	1
	General Education Courses	6-7
		14-15
MATH 202	Calculus II	4
COSC 120	* Computer Programming	4
	General Education Course	6-7
		14-15

* Students without prior computing expertise are advised to complete COSC 116 prior to enrolling in COSC 120

NURSING

Department of Nursing

Dr. Susan Battistoni, Chair
410-543-6401

There are four types of students who may seek an undergraduate degree (B.S.) in nursing:

1. Traditional undergraduate students (first bachelor's degree)
2. RNs with an associate's degree in nursing and no previous bachelor's degree
3. RNs with an associate's degree in nursing and an unrelated bachelor's degree
4. Second bachelor's degree students

The nursing program includes a General Education component, support courses in the natural and behavioral sciences and a series of upper-division nursing courses for a total of 122 semester hours.

Traditional Undergraduate

1. Satisfy the following support courses:

		Credits
BIOL 211	Microbiology	4
BIOL 215	Human Anatomy and Physiology	4
BIOL 216	Human Anatomy and Physiology	4
BIOL 217	Nutrition	3
BIOL 334	Pathophysiology (C or better required)	4
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
MATH 155	Modern Statistics	3
PSYC 101	General Psychology	3
PSYC 300	Development Psychology	3
SOCI XXX	Elective	3

2. Complete the following nursing core (C or better required for all core courses:

		Credits
NURS 310	Care of Adults I	3
NURS 311	Adult I CLN	3
NURS 312	Introduction to Professional Nursing Practice	3
NURS 319	Health Assessment	3
NURS 329	Research Methods	3
NURS 350	Care of Adults II	3
NURS 351	Adult II CLN	3
NURS 360	Care of Children and Adolescents	3
NURS 361	Care of Children and Adolescents Clinical	2
NURS 370	Maternal-Newborn	3
NURS 371	Maternal-Newborn CLN	3
NURS 380	Psychiatric-Mental Health	3
NURS 381	Psychiatric-Mental Health CLN	3
NURS 430	Community Health	3
NURS 431	Community Health CLN	3
NURS 440	Senior Seminar	3
NURS 441	Internship	3
NURS XXX	Nursing Elective	3

▸ Nursing Program Admission

Students with an interest in nursing should declare nursing as their major upon application to the University. Enrollment in the nursing major is a two-step admission process—admission to the University with a separate approval/admission process to begin the upper-division nursing courses. Admission to the University does not guarantee acceptance to begin the upper-division nursing courses. Students are eligible to begin the upper-division required nursing courses upon successful completion of the admission requirements and approval by the Nursing Department Student Policies Committee. Decisions regarding acceptance to begin the upper-division nursing courses occur during the spring semester prior to the start of fall of classes, usually by March 15. Due to course sequencing students must begin the upper-division nursing courses in the fall semester only. The admission requirements and priorities are listed below.

Enrollment Requirements

1. A health exam completed within six months of enrollment with evidence of a tuberculin skin test. The departmental health exam form must be used.
2. Evidence of up-to-date immunizations (see health form). Immunization against hepatitis B is highly recommended.
3. Current certification in cardiopulmonary resuscitation (CPR) by the American Heart Association or the American Red Cross. The course must be one designed for a health care provider, such as the AHA's module C course.

Admission to Upper-Division Courses
In the First Bachelor's Degree Nursing Program:

All students, including those currently enrolled at SU as well as transfer students are considered on a competitive and space-available basis. Decisions regarding acceptance to begin upper-division nursing courses are made according to the cumulative GPA from all institutions attended and with consideration of the overall academic record. To be considered for admission to the upper-division nursing courses, current and prospective students must fulfill the following requirements.

1. Must be admitted to Salisbury University.
2. All transcripts from all previous academic institutions attended must be sent to the Admissions Office.
3. Prior to the fall semester in which students plan to begin the upper-division coursework, they must successfully complete, or have a plan to complete, all nursing prerequisite coursework with no more than one grade lower than a C and no more than one repeated course (BIOL 334 must be completed with a C). The nursing prerequisite courses include: BIOL 211, BIOL 215, BIOL 216, BIOL 217, BIOL 334, CHEM 121, CHEM 122 and PSYC 300.
4. Submit the Request to Enroll form to the Nursing Department by February 15, indicating interest in beginning the upper-division nursing courses in the fall semester. The Request to Enroll form is available from the Nursing Department Web site at www.salisbury.edu/nursing or can be obtained from the department secretary (Devilbiss Hall Room 235).

Curriculum Guide: Bachelor of Science in Nursing

The following is a sample sequence of courses for students majoring in nursing. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		**Credits**
ENGL 101	Composition I	3
HIST 101	World Civilization	3
PSYC 101	General Psychology	3
BIOL 215	Anatomy and Physiology I	4
	Group IB Elective	3
		16
ENGL 102	Composition II	3
HIST 102	World Civilization	3
BIOL 216	Anatomy and Physiology II	4
CHEM 121	General Chemistry I	4
	Group IB Elective	3
		17

SOPHOMORE YEAR		**Credits**
ENGL XXX	Literature Elective	3
CHEM 122	General Chemistry II	4
BIOL 211	Microbiology	4
PSYC 300	Developmental Psychology	3
PHEC 106	Individualized Health Fitness	3
		17
BIOL 334	Pathophysiology	4
BIOL 217	Nutrition	3
MATH 155	Modern Statistics	3
SOCI XXX	Sociology Elective	3
	Group IIB Elective	3
		16

JUNIOR YEAR		**Credits**
NURS 310	Nursing Care of Adults I	3
NURS 311	Nursing Care of Adults I Clinical	3
NURS 312	Introduction to Professional Nursing Practice	3
NURS 319	Health Assessment	3
		12
NURS 329	Research Methods	3
NURS 350	Nursing Care of Adults II	3
NURS 351	Nursing Care of Adults II Clinical	3
NURS 370	Maternal-Newborn Nursing	3
NURS 371	Maternal-Newborn Nursing Clinical	3
		15

SENIOR YEAR		**Credits**
NURS 360	Care of Children and Adolescents	3
NURS 361	Care of Children and Adolescents Clinical	2
NURS 380	Psychiatric Mental Health	3
NURS 381	Psychiatric Mental Health Clinical	3
	Free Elective	3
		14
NURS 430	Community Health Nursing	3
NURS 431	Community Health Nursing Practicum	3
NURS 440	Senior Seminar	3
NURS 441	Internship	3
NURS XXX	Nursing Elective	3
		15

RNs (No Previous Bachelor's Degree)

The RN-B.S. program is for RN students pursuing a B.S. as a nursing major. A total of 122 credits must be completed to earn a B.S. Upon admission to the nursing major at Salisbury University, students may receive up to 61 academic transfer credits from their associate degree program. They will therefore need to complete additional credits (as outlined below) for the B.S. At least 30 of the credits must be upper-division courses taken at SU. The prerequisite for enrollment in all nursing courses is an active unencumbered Maryland or compact RN license. Upon satisfactory completion of all prerequisite and required coursework, registered nurses with active unencumbered Maryland or compact RN licenses will be awarded 30 additional credits after completion of all required coursework at Salisbury University.

▸ Additional Non-Nursing Requirements

Refer to R.N. Direct Transfer Program checklist for the additional non-nursing requirements. The checklist is available from the Nursing Department and on its departmental Web site.

▸ Required Nursing Courses

RN students are required to complete the following by enrollment (18 credits):

		Credits
NURS 319	Health Assessment (Fall)	3
NURS 329	Research Methods (Spring)	3
NURS 430	Community Health Nursing (Fall and Spring)	3
NURS 431	Community Health Nursing Practicum (Fall and Spring)	3
NURS 440	Senior Seminar (Spring)	3
NURS 441	Internship (Spring)	3
or		
NURS 442	Nursing Leadership and Management (Fall)	2
NURS 443	Nursing Leadership Practicum (Fall)	2
NURS 490	Independent Study (Fall, Spring)	2

▸ Nursing Elective Courses

Complete six credits from the following suggested elective courses:

		Credits
NURS 325	Life and Death Issues	3
NURS 408	Alternative and Complementary Therapies	3
NURS 485	School Health	3
NURS 490	Independent Study	1-6

▸ Maryland Articulation Agreement

A Nursing Agreement was approved by the Maryland Higher Education Commission Advisory Committee and the deans and directors of baccalaureate and associate degree programs and became effective July 2003. This replaces the 1999 model. This agreement is binding upon public colleges and schools and is voluntary for private colleges and schools in Maryland.

RN to B.S. Articulation Model: No more than half of the baccalaureate degree, with a maximum of 70 non-nursing credits will be accepted from a community college. Nursing credits will not be transferred. However, registered nurses with an active unencumbered Maryland or compact RN license are awarded a minimum of 30 nursing credits after satisfactory completion of all course work at SU.

Transfer Credits: Under the Maryland Nursing Articulation Model, credits are awarded for transferable nursing and non-nursing courses at the college level. Vocational-technical and non-college general education courses do not transfer, subject to individual college policies. No more than half the credits for a degree can be transfer credits.
– Maryland Board of Nursing Communicator,17(2) Fall 2003.

RNs (Previous, Non-Nursing Bachelor's Degree)

An individualized program will be set up on a case by case basis.

Second Bachelor's Degree

The Department of Nursing of the Richard A. Henson School of Science and Technology offers a Second Degree Bachelor's Program for non-nursing college graduates leading to a Bachelor of Science in nursing. The curriculum, acknowledging the education, career and life experiences of the individual requires fewer pre-requisites for the nursing courses than the basic baccalaureate nursing program of study. Students may complete the second bachelor's degree in three semesters of full-time study.

To be eligible for admission to the Second Degree Program, students must have completed a bachelor's degree from an accredited college or university. Students from all majors (including diploma or associate degree-prepared registered nurses with a baccalaureate degree in non-nursing majors) are eligible to apply for admission.

Applicants for admission to the Second Degree Bachelor's Program must first meet all University requirements and be admitted to the University by the Admissions Office. Once admitted to the University, applicants are reviewed by the Department of Nursing for admission to the Second Degree Program. Admission is competitive and is based on evaluation of the applicant's overall qualifications.

In order to be eligible for admission to the Second Degree Program, students must meet the following requirements:

a. Students must have completed a bachelor's degree from an accredited college or university and have a minimum cumulative grade point average for previous academic work of 3.0 on a 4.0 scale. Applicants with a cumulative GPA between 2.75 and 3.0 and an otherwise strong application may be considered for admission.

b. International students must demonstrate proficiency in the English language. Additional Salisbury University requirements for admission of international students must be met. All international applications will be reviewed by a University international student admissions counselor.

c. Applicants must demonstrate mastery in the following subjects: basic statistics, microbiology, anatomy and physiology I and II (all body systems), chemistry or physics and pathophysiology. Mastery may be established by earning academic credit for course work, by successfully challenging a department exam given for the course, or by successfully passing a standardized test in the specific area of study.

d. Applicants who need to complete any prerequisite course work are encouraged to apply one to two semesters prior to their fall enrollment to obtain conditional admission to the program to the program. Such "lead time" will enable the successful applicant to plan for meeting the prerequisite course requirements. Enrollment in the nursing program will be conditional upon successful completion of the prerequisites

Curriculum Guide: Second-Degree Program

The following is the sequence of courses for students in the Second Degree Program. Information regarding course requirements is available upon request from the Nursing Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

SEMESTER 1		**Credits**
NURS 310	Care of Adults I	3
NURS 311	Care of Adults I Clinical	3
NURS 312	Introduction to Professional Nursing Practice	3
NURS 319	Health Assessment	3
		12
SEMESTER 2		
NURS 422	Nursing of Childbearing Families	3
NURS 423	Nursing of Childbearing Families Clinical	3
NURS 350	Care of Adults II	3
NURS 351	Care of Adults II Clinical	3
NURS 329	Research Methods	3
		15
SEMESTER 3		
NURS 380	Psychiatric Nursing	3
NURS 381	Psychiatric Clinical	3
NURS 430	Community Health	3
NURS 431	Community Health Clinical	3
NURS 442	Nursing Leadership/Management	2
NURS 443	Nursing Leadership/Management Practicum	2
		16

PHYSICS

Department of Physics

Dr. Gail Welsh, Chair
410-548-2083

All required physics courses must be completed with a minimum overall GPA of 2.0. All physics majors must complete the following core:

		Credits
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 310	Calculus III	4
MATH 311	Differential Equations I	4
PHYS 221	Physics I	4
PHYS 223	Physics II	4
PHYS 309	Mathematical Physics	3
PHYS 311	Electrical Circuits and Electronics	4
PHYS 313	Introduction to Modern Physics	3
PHYS 314	Mechanics	3
PHYS 315	Electricity and Magnetism	3
PHYS 316*	Introduction to Quantum Mechanics	3

* not required for secondary education track

Students can complete the physics major in one of four ways: general physics track, microelectronics track, secondary education track or 3-2 dual degree pre-engineering program. See the department for appropriate checklists and advisement.

General Physics Track

Students pursuing general physics must fulfill the following requirements beyond the physics core:

1. Complete the following courses:

		Credits
PHYS 407	Senior Laboratory	3
PHYS 470	Senior Seminar	1
PHYS 490	Research in Physics	2

2. Satisfy three additional 300/400-level physics courses.

		Credits
PHYS 317	Astrophysics	3
PHYS 318	Semiconductor Physics	3
PHYS 319	Thermodynamics and Statistical Mechanics	3
PHYS 320	Waveoptics	3
PHYS 321	Analog Electronics	3
PHYS 322	Digital Electronics	4
PHYS 410	Advanced Math Physics	3
PHYS 413	Computer Architecture and Interfacing	3
PHYS 414	Advanced Mechanics	3
ENGR 482	Microwave Engineering	3

Microelectronics Track

Physics majors pursuing microelectronics must complete the following courses beyond the physics core:

		Credits
PHYS 318	Semiconductor Physics	3
PHYS 321	Analog Electronics	3
PHYS 322	Digital Electronics	4
PHYS 413	Computer Architecture and Interfacing	3
PHYS 470	Senior Seminar	1
PHYS 475	Capstone Design Project	2

Teacher Certification

Students seeking licensure to teach physics in secondary schools must complete the following science and education requirements beyond the physics core. Students must complete CMAT 250, all academic major requirements (PHYS, MATH, CHEM, GEOL/GEOG and ENVH courses) and all EDUC and SCED courses with grades of C or better (exception PSYC 101). Students may repeat education courses only once.

		Credits
CMAT 250	Instructional Communication	3
PSYC 101	General Psychology	3
PHYS 108	Introduction to Astronomy	4
PHYS 407	Senior Laboratory	3
CHEM 207	Laboratory Safety	1
CHEM 212	Chemistry of the Elements	2
GEOL 103	Introduction to Physical Geology	4
or		
GEOG 105	Introduction to Physical Geography	4
or		
GEOG 201	Physical Geography/Weather Climate	4
ENVH 110	Introduction to Environmental Science	3
EDUC 210	School in a Diverse Society	3
EDUC 300	Development, Learning and Assessment	3
EDUC 319	Technology in Education	1
or		
EDUC 318	Computers in Education	3
SCED 339	Secondary/K-12 Methods Visitation	0
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 374	Science and Reading Methods in Secondary School, Part I	3
SCED 474	Science and Reading Methods in Secondary School, Part II	3
SCED 433	Reflection and Inquiry in Teaching Practice	3

In order to enroll in professional education program courses, students must meet the following requirements:

1. Apply for formal admission to the professional program.
2. Complete a minimum of 56 college credits with a minimum GPA of 2.50 including transfer credits.
3. Have a cumulative minimum GPA of 2.75 in physics including transfer grades.
4. Show satisfactory results on the Praxis I Examination as defined by the Maryland State Department of Education.
5. Submit at least three positive recommendations from faculty in departments other than education.
6. Obtain written approval of the application from their advisor(s).
7. Have completed 12 credits in the major field.

▸ Admission to Internship

Prior to the internship, secondary education students must do the following:

1. Complete the written application for the internship.
2. Complete a minimum of 90 credits including methods and at least 24 credit hours of the academic major (secondary and K-12 programs).
3. Have an overall grade point average of at least 2.50 including transfer credit.
4. Have a minimum grade point average of at least 2.75 in the academic major courses as defined by each academic department.
5. Have a minimum average of 2.75 in professional education courses with no grade below C.
6. Submit two positive recommendations from faculty in education and the major advisor.
7. Obtain verification of completion of these requirements from the director of field experiences.

▸ Additional Requirements

1. To be eligible for the internship, all students enrolled in a secondary program or in the music K-12 program must complete the appropriate two sequenced methods courses for the content major and the following courses in education with grades of C or better:

		Credits
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
SCED 339	Secondary/K-12 Methods Visitation	0
SCED 367	Inclusive Instruction for Secondary Teachers	3

2. In July, 1998, the Maryland State Board of Education adopted regulations mandating all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. All secondary education majors who complete the secondary education program will have satisfied the six hours course work in reading by program integration.
3. All secondary education majors are required to pass the following courses:

		Credits
SCED 426	Directed Teaching in the Secondary School	6
SCED 428	Directed Teaching in the Secondary School	6

4. Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100 day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Students will also be required to follow the University calendar with respect to attendance at the University Intern seminar. Interns are responsible for their own transportation to the PDS site.
5. All secondary/K-12 students in a program requiring Praxis II examinations for licensure must take the Maryland Praxis II tests for their content area prior to graduation.

Students may repeat education courses only once.

Dual-Degree Engineering Program

The 3-2 dual-degree pre-engineering program is a cooperative program with the University of Maryland, Old Dominion University and Widener University. Under the program, a student normally attends Salisbury University for three years and one of the cooperating engineering schools for two years. During the first three years at SU the student must complete all required General Education courses, the physics core, and all prescribed courses as determined by the particular engineering program and maintain a 3.0 grade point average. Transfer students entering the dual-degree program are required to complete a minimum of 60 semester hours at SU. An additional 30 hours must be completed at the receiving institution with at least 15 hours in engineering or related courses to receive a physics degree from Salisbury University. To receive an engineering degree, an additional 30 hours (for a total 150) must be completed at receiving institution. Upon successful completion of the five-year program, a student will be awarded a baccalaureate degree from Salisbury University as well as an appropriate engineering degree from the engineering school attended.

The courses at Salisbury University which are required for the dual-degree engineering program are described in this catalog with other programs offered by the Chemistry and Physics departments in the Richard A. Henson School of Science and Technology.

Students in approved dual-degree programs may use credits and grades from the participating institutions as well as Salisbury University in meeting the requirements for graduating with honors.

Curriculum Guide: Bachelor of Science in Physics

Information regarding course requirements and year by year sequence are available upon request from the Physics Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

RESPIRATORY THERAPY

Department of Health Sciences

Dr. Robert Joyner, Program Director
410-543-6410

A major in respiratory therapy may be declared at any time prior to the clinical experience. However, students with a sincere interest in the profession are encouraged to declare a major early in the college experience in order to take advantage of professional advising and program planning.

Students wishing to obtain the baccalaureate degree who hold associate degrees or who have previously been either certified respiratory therapists (CRT) or registered respiratory therapists (RRT) may apply for advanced standing in the major. Each applicant will be evaluated on an individual basis to determine class standing within the major, and the evaluation process may employ challenge examination, demonstration of proficiency and registry evaluation.

A total of 120 credit hours is required for the baccalaureate degree. The four-year curriculum includes General Education experiences and support courses in the biological and physical sciences as well as professional instruction and training in respiratory care.

1. Complete selected science and math courses:

		Credits
BIOL 211	Microbiology	4
BIOL 215	Human Anatomy and Physiology	4
BIOL 216	Human Anatomy and Physiology	4
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
MATH 100	College Algebra	3
MATH 155	Modern Statistics	3

2. Complete the following program courses with the grade of "C" or better:

		Credits
RESP 210	Foundation Studies in Respiratory Therapy	3
RESP 301	Patient Care Procedures	4
RESP 302	Basic Respiratory Procedures/Clinical Practicum	5
RESP 303	Cardiopulmonary Physiology	3
RESP 304	Cardiopulmonary Disease	3
RESP 321	Advanced Respiratory Care	4
RESP 322	Pharmacology	3
RESP 323	Clinical Practicum II	5
RESP 400	Fundamentals of Respiratory Care Research	2
RESP 401	Neonatal and Pediatric Respiratory Care	4
RESP 402	Cardiopulmonary Diagnostics and Rehabilitation	4
RESP 403	Clinical Practicum III	5
RESP 404	Management Practices in Health Services	3
RESP 420	Respiratory Care Seminar	4
RESP 424	Critical Care Specialization	5
RESP 425	Diagnostics Specialization	4

Students are required to satisfactorily complete prerequisite courses prior to admission to the professional program. All major requirements must be completed within seven years prior to senior level respiratory therapy experiences. To receive a copy of admission and progression policies, please contact the Respiratory Therapy Program at 410-543-6365. In the final two years of the program, students must complete practical experiences at clinical affiliates such as Peninsula Regional Medical Center, Memorial Hospital at Easton or other clinical sites. Satisfactory completion of the program will qualify students to sit for the National Board of Respiratory Care entry-level and subsequent registry exams.

Curriculum Guide: Bachelor of Science In Respiratory Therapy

The following is a sample sequence of courses for freshmen students majoring in respiratory therapy. Information regarding course requirements and sequence beyond the freshmen year is available upon request from the Health Sciences Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN	**YEAR**	**Credits**
BIOL 215	Anatomy and Physiology I	4
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
PSYC 101	General Psychology	3
MATH 100	College Algebra	3
		16
BIOL 216	Human Anatomy and Physiology II	4
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
MATH 155	Modern Statistics	3
	Group IIB Elective	3
		16

Graduate Programs

MASTER OF SCIENCE IN APPLIED HEALTH PHYSIOLOGY

Department of Health Sciences

Dr. Sid Schneider, Program Director
410-543-6409

The Master of Science (M.S.) in applied health physiology is a professional degree program designed to prepare leaders in the fields of health care/wellness and fitness. The program offers three possible areas of focus: cardiovascular/pulmonary rehabilitation, strength and conditioning, and fitness/wellness. The program provides academic preparation for students seeking certification by the American College of Sports Medicine as exercise specialists or by the National Strength and Conditioning Association as certified strength and conditioning specialists (CSCS). The academic coursework prepares students for careers in health care settings such as hospitals, youth and geriatric centers, state and local health departments, corporate wellness programs, personal trainers, and strength and conditioning coaches for sports teams. The academic and clinical faculty members provide multiple opportunities for hands-on experience in addition to traditional classroom interactions. Visit the applied health physiology Web site at www.salisbury.edu/ahph.

▸ Admission

Admission to the Master of Science (M.S.) in applied health physiology at SU requires an application for graduate program admission; the application fee; official transcript from all colleges and universities attended; if applying for in-state tuition, a Residency/Domicile Information Form; and the following additional application documents and requirements:

A. Completion of a baccalaureate degree with a minimum GPA of 2.75 on a 4.0 scale.

B. Completion of undergraduate coursework in human anatomy and physiology (eight credit hours) and kinesiology/biomechanics (four credit hours). Note: If not completed, providing all other admission criteria are met, this requirement may be satisfied while enrolled in the program.

C. Submit two letters of recommendation from an academic source addressing ability to complete graduate-level work

▸ Registration for Courses

Students in the AHPH program register for all courses using the Salisbury University schedule of course offerings.

Course of Study

The following courses (36 hours - with a minimum of 27 hours completed at SU) are required to complete the Applied Health Physiology Program.

▸ Core Courses (12 credit hours)

		Credits
AHPH 532	Exercise Metabolism	3
AHPH 542	Exercise Programming, Nutrition and Weight Management	3
AHPH 553	Clinical Physiology	3
AHPH 562	Trends and Issues in Physiology	3

▸ Research Methods Courses (nine credit hours)

		Credits
AHPH 502	Introduction to Research	3
or		
EDUC 502	Introduction to Research	3
or		
NURS 544	Quantitative Research in Health Care	3
Students must complete both of these courses:		
AHPH 691	Research in Physiology	3
MATH 502	Applied Statistics	3

▸ Electives (15 credit hours)

Students must complete 15 credit hours chosen from the following:

		Credits
AHPH 512	Strength Training Techniques and Program Design	3
AHPH 513	Exercise and Strength Training for Rehabilitation	3
AHPH 514	Muscle Physiology, Adaptations to Training and Supplements	3
AHPH 515	Applied Strength Conditioning	3
AHPH 534	Human Psychophysiology	3
AHPH 537	Health Appraisal and Testing with Emergency Procedures	3
AHPH 544	Pharmacological Aspects of Clinical Physiology	3
AHPH 545	Cardiopulmonary Aspects of Physiology	3
AHPH 546	Human Development and Aging in Populations with Chronic Disease	3
AHPH 590	Selected Topics in Applied Health Physiology	3
AHPH 692	Applied Health Physiology Internship	3

MASTER OF SCIENCE IN GEOGRAPHIC INFORMATION SYSTEMS AND PUBLIC ADMINISTRATION

Department of Geography and Geosciences

Dr. Michael S. Scott, Program Director
410-543-6456

The Master of Science in geographic information systems (GIS) and public administration is designed to provide a theoretical and applied experience in administering and managing a GIS in a government, business or non-profit organization. To this end, the program also focuses on enhancing the GIS proficiency of professionals working in these areas to support their management objectives. With such experience, these professionals will be well equipped to fully integrate and advance the use of this new technology in their work environments.

This master's program is targeted at working professionals who could not or did not acquire an in-depth GIS background as part of their primary training and yet are expected to interact with GIS professionals and technicians as part of their job. The program is designed to meet students' needs while they continue to hold their professional position. Thus, the great majority of the program is offered online. Only a short residency is required for a four-week summer session in June.

▸ Admission

Admission to the Master of Science in geographic information systems and public administration requires that the Application for Graduate Program Admission, application fee, transcripts from all colleges attended and Residency/Domicile Information form (if applying for in-state tuition as a Maryland resident) be submitted to the Office of Admissions. When the application and required transcripts arrive in the Office of Admissions, the application files are sent to the M.S. GIS/PA program coordinator for admission consideration. Applicants must also submit an application to the M.S. GIS/PA program with the following requirements:

1. An official transcript as evidence of completion of an earned baccalaureate degree from an accredited institution
2. Successful completion of undergraduate coursework in mathematics (college-level algebra or above) and elementary statistics
3. A professional resume showing:
   a. At least two years of management or technical experience working in a professional capacity in business, government or non-government organizations
   b. Knowledge of and recent (within the last three years) professional experience using GIS software, demonstrated by
      i. At least one year or more of professional GIS experience or
      ii. At least two semesters of geographic information science courses or
      iii. Some combination of professional GIS experience and formal coursework
4. Three academic and/or professional recommendations addressing the applicant's qualifications to do graduate work
5. A personal statement of about 500 words that describes the applicant's goals related to the pursuit of this graduate program of study and to his/her overall career.
6. Fulfillment of the University requirements for international students as outlined in this catalog.

▸ Provisional Admission

Students without significant professional experience may be admitted provisionally if they have had an internship involving public administration experience, and/or have completed some combination of upper division or graduate level courses in human geography, land-use planning, GIS, public administration, business administration or government. Students seeking provisional admission are expected to submit acceptable results from the Graduate Record Examination (GRE). If the applicant does not meet the GIS experience requirement, they may be admitted provisionally and be required to make up the deficiency by completing leveling courses.

Provisionally admitted students who complete GEOG 519 and POSC 540 with no grade below a B are converted to full admission status.

▸ Program of Study

The Master of Science in GIS and public administration requires the completion of at least 34 credit hours, of which at least 21 credit hours are earned at Salisbury University. The program must be completed with a cumulative average of a B (3.0) or higher, with no more than six credit hours below a grade of B and no grade lower than a C. The curriculum has a common set of core courses (25 credit hours) and allows for elective courses in professional areas of specialization (at least nine credit hours).

The master's degree program can be completed in 13 months with full-time study. Part-time study leading to the degree is also available. All courses except for GEOG 519 and POSC 540 are offered only online. The program is designed to have students in residence in Salisbury for an initial four-week summer session and the rest is to be completed remotely.

Courses in public administration (PUAD) are offered online to SU students by the University of Baltimore's Master of Public Administration Program. PUAD courses are taken via inter-institutional registration (see the "Inter-Institutional Registration" section of the Graduate Student Information chapter of this catalog for more information) and are treated as credits earned at SU. Upon entering the M.S. GIS/PA program, students work closely with the program director to identify which electives meet their educational goals and are guided through the inter-institutional registration process.

Program requirements are as follows:

1. Complete the following 25 credit hours:

		Credits
GEOG 519	Advanced Geographic Information Science	4
POSC 540	Public Administration	3
INFO 686	Database Processing and Management	3
GEOG 619	Managing GISystems	3
GEOG 630	GISystems and Public Administration	3
GEOG 640	GISystems Co-operative Experience	6
GEOG 650	Capstone GISystems Seminar	3

2. Complete nine credit hours in elective courses chosen from the following:

		Credits
PUAD 622	Public Budget and Financial Administration	3
PUAD 624	Public Organization Theory	3
PUAD 626	Information Resource Management for Public Administration	3
PUAD 627	Legal and Ethical Environment of Public Administration	3
PUAD 629	Public Program Evaluation	3
PUAD 630	Analytical Techniques	3

MASTER OF SCIENCE IN NURSING

Department of Nursing

Dr. Karin E. Johnson, Program Director
410-543-6420

Graduate education in nursing builds upon generalized preparation at the undergraduate level and previous experience in nursing. Graduate nursing education provides advanced preparation and knowledge in specialized areas of nursing. Salisbury University offers a master's program with tracks preparing students as family nurse practitioners or in health care leadership.

Students seeking the Master of Science in nursing must complete an approved program of study, including 36-43 semester hours of graduate credit.

All graduate nursing students must complete a core of courses that prepares them for evidence-based advanced nursing practice. Core courses include Epidemiology (NURS 515), Qualitative Research (NURS 542), Quantitative Research (NURS 544), Advanced Statistics (MATH 502) and completion of a capstone/thesis requirement. Each track then has additional required courses specific to the track.

Master of Science Program

Admission

Admission to the Master of Science in nursing at SU requires that the Application for Graduate Program Admission, application fee, transcripts from all colleges attended and Residency/Domicile Information form (if applying for in-state tuition as a Maryland resident) be submitted to the Office of Admissions. When the application and required transcripts arrive in the Office of Admissions, the application file will be sent to the nursing program coordinator for admission consideration. Students must also submit an application to a graduate nursing track with the following additional application documents and requirements:

A. An official transcript as evidence of completion of a National League for Nursing or a Commission on Collegiate Nursing Education accredited baccalaureate degree program in nursing.
B. A minimum cumulative grade point average of 3.0 on a 4.0 scale on all previous college/university courses. Applicants with a cumulative GPA between 2.75 and 3.0 may be considered.
C. A one-to-two page essay describing past experiences, current interest in nursing as a career and future educational and professional goals.
D. A current curriculum vitae/resume.
E. Two academic and/or professional recommendations addressing potential graduate study and a career in advanced practice nursing.
F. A personal interview with a member of the Graduate Program Committee.
G. Fulfillment of the University requirements for international students as outlined in this catalog.

Enrollment Requirements

After acceptance into the nursing program and prior to beginning the program, students must provide documentation of the following:

1. A health exam completed within six months of enrollment with evidence of a tuberculin skin test. The departmental health exam form must be used.
2. Evidence of up-to-date immunizations (see health form). Immunization against hepatitis B is highly recommended.
3. Current certification in cardiopulmonary resuscitation (CPR) by the American Heart Association or the American Red Cross. The course must be one designed for a health care provider, such as the AHA's module C course.
4. Evidence of current RN licensure in the state of Maryland or a compact state.

Progression Requirements

Graduate students in the Department of Nursing must achieve a grade of B or better in nursing courses that are considered to be practicum courses. These courses include: NURS 512, NURS 516, NURS 556, NURS 557, NURS 558, NURS 559, NURS 562 and NURS 572. In graduate courses that are not practicum courses, the student may receive no more than one grade below a B. Students who receive a grade lower than a B in any course may repeat one course one time in order to achieve a better grade. Students whose cumulative grade point average falls below a 3.0 in any semester will be placed on academic probation according to University policy.

Students must also:

1. Maintain a valid license as a registered nurse in the state of Maryland or a compact state. If a clinical site is in a non-compact state, additional R.N. licensure for that state is necessary.
2. Maintain current clinical and health requirements.

Program of Study

A minimum of 36-43 semester hours is required in the prescribed sequence according to the track selected for the master's degree. Depending on the track selected, a minimum 30-37 of these semester hours must be completed at SU. Preparation for advanced practice roles is offered in the following tracks: health care leadership (HCLD) and family nurse practitioner (FNP). Successful completion of the requirements of one of these tracks makes the student eligible to apply for national certification examinations.

The master's level program may be completed in two academic years of full-time study. Part-time study leading to the degree is also available. The master's curriculum is comprised of core courses, taken by students in all tracks, and specialty courses, depending on the selected track.

Requirements are as follows:

1. All M.S. nursing students must complete the following courses:

		Credits
NURS 515	Epidemiology	3
NURS 542	Qualitative Research in Health Care	3
NURS 544	Quantitative Research in Health Care	3
MATH 502	Applied Statistics	3
NURS 590	Thesis	3
or		
NURS 591	Capstone Project	3

2. Required courses in specific tracks as follows:

Health Care Leadership

		Credits
NURS 515	Epidemiology	3
NURS 525	Health Care Systems	3
NURS 526	Health Care Informatics	3
NURS 561	Health Care Management Seminar	3
NURS 562	Health Care Management Practicum	3
NURS 571	Health Care Leadership Seminar	3
NURS 572	Health Care Leadership Practicum	3
XXXX XXX	Graduate-level Elective	3

* Family Nurse Practitioner

		Credits
NURS 512	Advanced Health Assessment	4
NURS 514	Issues in Advanced Practice Nursing	3
NURS 516	Family Nursing	5
NURS 522	Pharmacotherapeutics	3
NURS 558	Adult Health Care Management	5
NURS 559	Women and Children's Health Care Management	5
BIOL 552	Advanced Human Physiology/Pathophysiology	3

* A minimum of 600 precepted clinical hours is required for the FNP student.

MASTER OF SCIENCE IN MATHEMATICS EDUCATION

Department of Mathematics and Computer Science and Department of Education Specialties

Dr. Donald C. Cathcart, Program Director
410-677-5381
Dr. Randall E. Groth, Education Specialties Liaison
410-677-5061

The Master of Science in Mathematics Education (M.S.M.E.) is a professional degree offered cooperatively by the Department of Education Specialties and the Department of Mathematics and Computer Science. The program is designed for candidates seeking advanced preparation in the teaching of mathematics in the middle and secondary schools. The curriculum includes fundamental, theoretical and practical experiences within mathematics and education. The M.S.M.E. program promotes continuing professional development and lifelong learning for teachers and mathematics education leaders. This is consistent with the recognition that capable and confident mathematics educators are necessary for all levels of mathematics instruction.

General objectives are as follows:

1. Provide candidates with an opportunity for personal and professional growth through graduate study in mathematics and in education.
2. Provide mathematics classroom teachers and mathematics educational specialists with an opportunity to develop and improve competencies in mathematics and mathematics education.
3. Provide mathematics educators with an opportunity for additional preparation needed for professional development and career advancement.

Admission

Candidates who indicate on their application for graduate program admission form that they wish to pursue the Master of Science in Mathematics Education (M.S.M.E.) will be assigned an advisor in the Mathematics and Computer Science Department and an advisor in the Education Specialties Department and will receive M.S.M.E. application materials. Admission to the M.S.M.E. at SU requires an application for graduate program admission, the application fee, official transcripts from all colleges and universities attended; and the Residency/Domicile Information form (if applying for in-state tuition as a Maryland resident) be submitted to the Office of Admissions. The following additional application documents and requirements specified by the two collaborating departments must be sent to the Department of Mathematics and Computer Science:

1. Submit a written description of the reasons for pursuing graduate study in mathematics education and a statements of career goals within the discipline.
2. Submit two letters of recommendation supporting the ability to succeed in graduate study.
3. Complete and submit a plan of study signed and approved by the advisor.

4. Possess an undergraduate cumulative GPA of 2.75 or a previously completed master's degree from a regionally accredited institution of higher learning.

Following the review of these materials, the program director formally notifies candidates of admission or denial into the program.

Questions regarding the applicability of courses taken as a non-degree graduate student will be resolved by the two collaborating departments' graduate program directors.

Provisional Admission

Candidates who have submitted all application materials but have not obtained a 2.75 cumulative grade point average upon the completion of baccalaureate degree may be admitted on a provisional basis. Provisionally admitted candidates must complete nine credit hours of graduate study at SU with no grade below B.

Upon successful completion of nine credit hours candidates may apply for full admission to the M.S.M.E. program. Following the review of application materials, the program director formally notifies candidates of admission or denial into the program.

Candidates who do not meet the provisional admission of achieving nine credit hours with grades of B or above are not eligible to apply for admission into the M.S.M.E. program.

To assist candidates who are provisionally admitted, an advisor will be assigned. Candidates are expected to meet with their advisors to clarify program requirements and to assure that courses for which they register will be appropriate for their programs of study.

Program of Study

Prior to admission to the M.S.M.E. program and registration for courses, it is the candidate's responsibility to become familiar with the program requirements and to confer with assigned faculty advisors to develop programs of study. The program of study identifies core courses, courses in the specific tracks the candidate will follow, recommended electives and the intended capstone experience. Advisors must approve candidates' programs of study. Program changes must also be approved by advisors.

Course Requirements

Candidates seeking the M.S.M.E. at Salisbury University must complete an approved program of study including at least 33 semester hours of graduate credit (a minimum of 24 hours completed at SU) with a cumulative GPA of 3.0 or higher, with no grade lower than a C, and no more than six credit hours of C or C+.

The M.S.M.E. program consists of 12 semester hours of education courses, 12 hours of mathematics courses in either the Middle School Track or High School Track, six hours of electives and three hours in a capstone experience.

Education Courses (12 semester hours)

The curriculum is planned to emphasize mathematical teaching and learning within a context of research, scholarship and practice. Required courses are:

		Credits
EDUC 502	Introduction to Research	3
EDUC 514	Curriculum Construction	3
EDUC 545	Learning and Instruction	3
EDUC 506	Seminar in Teaching Mathematics	3

Tracks

In addition to completing the courses in education, M.S.M.E. students select either the Middle School Track or the High School Track. The candidate must complete the required mathematics courses for the track chosen. The required courses in both tracks are linked to the core learning goals in algebra, geometry and data analysis.

Middle School Track

(12 semester hours required)
Complete the following:

		Credits
MATH 545	Conceptual Algebra for Teachers	3
or		
MATH 555	The Cartesian Triad (departmental approval required)	3
and		
MATH 566	Geometry: From Euclid to Modern Day	3
MATH 503	Data Analysis	3
and		
MATH 501	Number Theory from a Multicultural and Historical Perspective	3
or		
MATH 565	Mathematical Modeling for Middle School Teachers	3

High School Track

(12 semester hours required)
Complete all of the following:

		Credits
MATH 507	Seminar: Algebra	3
MATH 508	Seminar: Geometry	3
MATH 500	Foundations of Number Theory	3
MATH 502	Applied Statistics	3

Electives (6 semester hours)

The two elective courses may be taken from the graduate offerings in education, mathematics or science. See graduate advisors for recommended electives for each track. Recommended electives are listed on the checklist for the program.

Capstone Courses (3 semester hours)

All candidates for the M.S.M.E. will complete a capstone experience.

		Credits
EDUC 595	Research Seminar: Mathematics Education	3

POST-BACCALAUREATE CERTIFICATE IN MIDDLE SCHOOL MATHEMATICS

The Certificate in Middle School Mathematics (C.M.S.M.) is a certificate in middle-school mathematics. This certificate is designed for school personnel seeking advanced study in mathematics content appropriate for teaching mathematics at the middle-school level.

For admission to the certificate program, candidates must possess a bachelor's degree with a 2.75 minimum grade point average in undergraduate work, or possess a higher degree, and hold a teaching certificate in a specified subject area. For admission consideration, students must submit the following documentation: To Admissions, an application, application fee and official transcripts from every college and university attended; To the Department of Mathematics and Computer Science, an application for admission to the M.S. program in mathematics education, two letters of recommendation supporting the ability to succeed in graduate study, and a completed plan of study signed by a program advisor.

Note: This certificate is not a teaching certificate. The award of this certificate does not carry certification to teach.

Course Requirements

Candidates seeking the C.M.S.M. must complete at least four of the following courses:

		Credits
MATH 501	Number Theory from a Historical Perspective	3
MATH 503	Data Analysis	3
MATH 510	Mathematical Reasoning	3
MATH 520	Middle School Mathematics in a Teaching Context with Instructional Technology	3
MATH 541	Conceptual Algebra for Teachers	3
MATH 555	The Cartesian Triad: Algebra, Geometry and Coordinates in the Plane	3
MATH 565	Mathematical Modeling for Middle School Teachers	3
MATH 566	Geometry: From Euclid to Modern Day	3

Franklin P. Perdue

Perdue School of Business

Dr. Richard Hoffman, Interim Dean
Holloway Hall Room 100 • 410-543-6316

Dr. Debbie Easterling, Associate Dean

Melanie Pursel
Undergraduate Programs Coordinator
Holloway Hall Room 005 • 410-546-6427

Janine Vienna, M.B.A. Director
Holloway Hall Room 005 • 410-548-3983

Jamie Holmes-Kriger
Undergraduate Advising Services Coordinator
Holloway Hall Room 005 • 410-543-6097

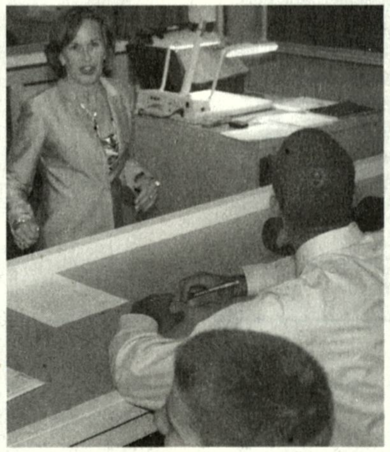
Majors & Minors

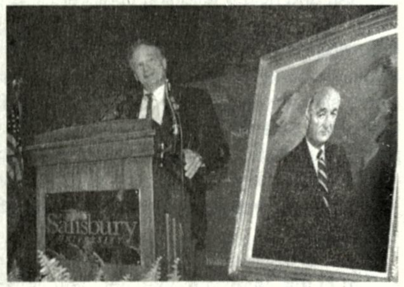
Bachelor of Science
- Accounting
- Business Administration
- Finance
- Information Systems
- Management
- Marketing

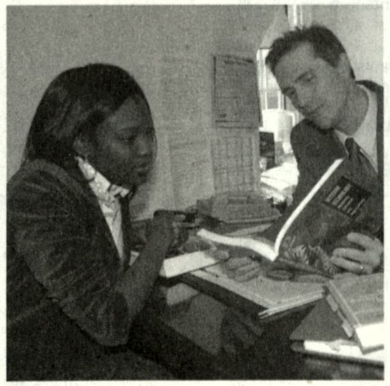
Bachelor of Arts
- Economics

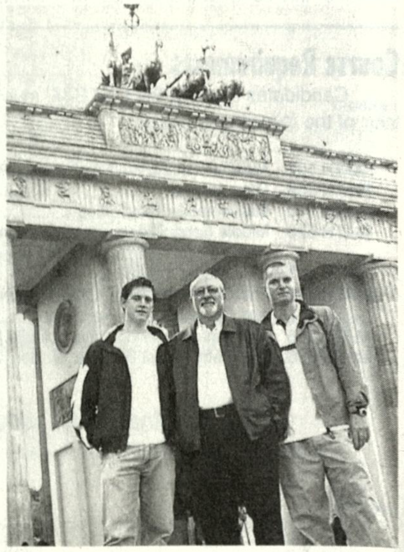
Minors
- Accounting
- Business Administration
- Economics
- Finance
- Information Systems
- Marketing Management

Master of Business Administration









www.salisbury.edu/perdue

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School Information

The Franklin P. Perdue School of Business was established in 1986 through a multimillion dollar fund created by Franklin P. Perdue to ensure excellence within the academic programs of the school. Perdue, a lifelong resident of Salisbury, began working with his parents in their egg business at the age of 10. He attended what was then the State Teachers College in Salisbury for two years before returning to work full time with his father in 1939. He became a full partner in the business in 1944 and, in 1950, took over leadership of Perdue Farms Inc. Under his leadership, the firm grew to be one of the largest integrated poultry producers in the United States.

The Perdue School is the largest college-level center for business education and development in the region. It provides an academic program recognized for meeting the highest standards of business education through its accreditation with AACSB International. The business school provides for student interaction with the business world and focuses on preparing graduates who can apply business knowledge to solve problems; make sound decisions using the most current technological resources available; communicate effectively verbally and in writing; demonstrate the interpersonal skills and ethical awareness to function as a successful business professional; and operate successfully in the diverse, global, team-based environments of business.

The Perdue School offers three degrees: Master of Business Administration, Bachelor of Arts in economics and Bachelor of Science. Students pursuing a Bachelor of Science can major in accounting, finance, information systems, management, marketing or business administration. Students selecting the business administration major pursue a concentration in international business or a track in economics. Each major has lower (pre-professional) and upper (professional) divisions and require successful completion of lower-division work to gain admission to the business school and eligibility to begin taking upper-division courses. The economics major requires a program of General Education courses integrated with a core in economics, business administration and mathematics.

The Perdue School offers six minors: accounting, business administration, finance, information systems, marketing management and economics. The business administration and marketing management minors are not open to accounting, business, finance, information systems, management or marketing majors. Similarly, the economics track within the business administration major and the economics minor are not open to economics majors.

A unique feature of the Perdue School of Business is the Applied Business Learning Experience (ABLE) program, successful completion of which is a graduation requirement for all students majoring in accounting, business, finance, information systems, management or marketing. Students must demonstrate that they can translate and effectively use classroom learning in business, government and nonprofit organizations. ABLE provides a variety of experiential learning options. Students can satisfy the ABLE requirement with an internship or through ABLE-qualifying courses. For details see the director of the ABLE program.

▸ Philosophic Commitments and Objectives

Consistent with the University mission and the convictions of its faculty, the Franklin P. Perdue School of Business objectives reflect a dedication to students' maximum intellectual growth, active involvement in applied and practical research, and a commitment to community service.

▸ Intellectual Growth

The primary objective of the school is to provide each of its students with an academic environment that fosters the development of a broad intellectual foundation. This foundation is the basis for effective service in professional positions and enables students to assume higher levels of responsibility as they gain experience and demonstrate ability. The faculty believe this objective is met by the development and maintenance of quality curricula, by effective teaching and by conscientious student advising.

▸ Research

The school is committed to stimulating the intellectual growth of its faculty to the benefit of the broader academic and business community. The faculty actively pursue applied as well as more theoretical research that expands their knowledge of business and economic activities.

▸ Global Competencies

In today's global marketplace it is increasingly important that future managers have a good understanding of international business practices. There is no better way to gain this knowledge than to experience it first hand. The Perdue School and the University's Office of International Education offer a variety of study abroad programs from two weeks to a semester. The Perdue School urges all students to take advantage of this opportunity. Up to nine credit hours can be applied toward a Perdue School major from an approved study abroad program.

▸ Community Service - Business, Economic and Community Outreach Network (BEACON)

The Business, Economic and Community Outreach Network (BEACON) of the Franklin P. Perdue School of Business combines applied business learning experiences for SU students with research and consulting services to the Delmarva region. BEACON's focus is on delivering innovative strategic and operational solutions to clients while helping students apply what they learn in the classroom. Student teams work on projects such as market or sales-demand forecasting, marketing audits and plans, feasibility studies, economic impact assessments, international marketing readiness assessment and planning, business or economic scenario analysis modeling, and strategic planning, gaining valuable real-world experiences under the supervision of faculty and BEACON consultants. In addition, BEACON, as part of its outreach and intellectual property commercialization mandates, is heavily involved with a variety of knowledge and technology transfers from the University to the external community.

Specific BEACON initiatives include:

- **ShoreTrends**—tracking demographic, business, economic, workforce and community development trends throughout the Eastern Shore of Maryland.
- **GrayShore**—preparing the region's private and public sector organizations for the coming senior boom throughout the Shore.
- **ShoreWater**—preparing the region for the economic and public health consequences of the increasing demands on water and sewer infrastructure due to residential and commercial growth.
- **Bienvenidos â Delmarva**—providing management, marketing and organizational development know-how to private- and public-sector organizations that interact frequently with the region's rapidly growing immigrant population.

For more information, contact BEACON at 410-546-6001, e-mail beacon@salisbury.edu or visit http://beacon.salisbury.edu.

▸ Small Business Development Center

The Maryland Small Business Development Center (SBDC) is dedicated to helping individuals establish or expand a business. A variety of management and technical assistance programs are designed and provided by the SBDC to help the aspiring and existing small business owner. Business students have opportunities to gain hands-on, real-world experience by providing consulting services for small business owners under the close supervision of faculty mentors.

The SBDC is part of a national network, founded in 1979, that helps over 500,000 businesses on an annual basis. Assistance provided by the SBDC is designed to strengthen firms and contribute to the growth of the local, state and national economies.

General Information

▸ Non-Degree Seeking Students

The Perdue School serves non-degree-seeking students by allowing them to enroll directly in both lower- and upper-division courses. Students who do not meet specific course prerequisites must obtain approval from the associate dean of the Perdue School of Business before enrolling.

▸ Students Seeking Degrees in Programs Other Than Accounting, Business Administration, Finance, Information Systems, Management or Marketing

The Perdue School welcomes students from other disciplines in lower-division classes and can accommodate a limited number of these students in upper-division (300/400-level) courses as the school's professional-program students are given priority. Because the Perdue School cannot guarantee that non-majors will be able to enroll in upper-division business courses during any specific semester, students from other disciplines with programs that require upper-division Perdue School courses should plan ahead as far as possible and secure the permission of their advisors and the director of academic programs of the Perdue School of Business for the business portion of their programs.

▸ Transfer Credits

Students who wish to enroll in courses at other institutions and transfer credits to satisfy Perdue School requirements must first submit a properly completed Request to Study at Another Institution form to the Perdue School's director of academic services. With the approval of the department chair, up to six hours of upper-division course credit will be accepted—providing the courses are completed with a C or better from another AACSB accredited institution. Approval forms will then be submitted to a University transfer counselor for additional authorization and processing. (Students are further directed to the University's transfer guidelines located in the "Registration and Student Records" section of this catalog.)

▸ Repeating Courses

Courses repeated to fulfill a Perdue School major or minor requirement must be repeated at Salisbury University. For example, students who repeat required courses to improve D or F grades must take those courses at Salisbury University.

UNDERGRADUATE PROGRAMS

For Students Seeking a Bachelor of Arts In Economics, See the Economics Major

For Students Seeking a Bachelor of Science With a Major in Accounting, Business Administration, Finance, Information Systems, Management or Marketing

LOWER-DIVISION PRE-PROFESSIONAL PROGRAM

For Freshmen And Sophomores Seeking a Major In Accounting, Business Administration, Finance, Information Systems, Management or Marketing

Freshmen and sophomores complete a pre-professional program which consists of 28 hours of lower-division coursework designed to provide a broad knowledge base essential to success in the upper-division coursework.

▸ Pre-professional Course Requirements

The following courses make up the pre-professional program. These courses should be completed during the freshman and sophomore years in preparation for entrance into the professional programs of the Franklin P. Perdue School of Business:

		Credits
MATH 160	Introduction to Applied Calculus	3
or		
MATH 201	Calculus I	4
MATH 155	Modern Statistics with Computer Analysis	3
INFO 111	Business Microcomputer Use	1
ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
ECON 211	Micro-Economic Principles	3
ECON 212	Macro-Economic Principles	3
CMAT 100	Fundamentals of Communication	3
or		
CMAT 205	Interpersonal Communication	3
or		
CMAT 260	Fundamentals of Organizational Communication	3
ACCT 248	Legal Environment	3
INFO 281	Intermediate Business Statistics: Application and Analysis	3

Curriculum Guide: Pre-professional Program

FRESHMAN YEAR		
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
MATH 160	*Introduction to Applied Calculus	3
	Group IIB Elective	3
	Group IIIA Elective	4
		16
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
PHEC 106	Personalized Health/Fitness	3
INFO 111	Business Microcomputer Use	1
MATH 155	Modern Statistics with Computer Analysis	3
	Group IIIA Elective	4
		17

SOPHOMORE YEAR		
ACCT 201	Principles of Accounting I	3
ACCT 248	Legal Environment	3
INFO 281	Intermediate Business Statistics	3
ECON 211	Micro-Economic Principles	3
	Group IB or IIB Elective	3
		15
ACCT 202	Principles of Accounting II	3
ECON 212	Macro-Economic Principles	3
CMAT XXX	100, 205 or 260	3
INFO 211	Information Concepts for Management	3
or		
XXXX XXX	Elective	3
	Group IB or IIB Elective	3
		15

* some students may have to take MATH 140: College Algebra in preparation for calculus

UPPER-DIVISION PROFESSIONAL PROGRAM

In order for students to take upper-division business courses, students must apply for and be admitted into the professional program. (Specific instructions for application to the Perdue School of Business follow.)

Juniors and seniors pursuing a major in the Perdue School of Business complete a professional program consisting of (1) an upper-division core of six courses which must be taken by all accounting, business administration, finance, information systems, management and marketing majors; (2) a set of special requirements for each major and concentration/track; and (3) a set of specific course requirements unique to the major that the student is pursuing. Coursework and other requirements are grouped according to accounting, business administration, finance, information systems, management and marketing.

▸ Admission to the Upper-Division Professional Program

Students wishing to apply to the Franklin P. Perdue School of Business must do the following:

1. Submit an application by December 1 (for the next spring term) or May 1 (for the next fall term).

2. Prepare to satisfy the following requirements by the start of the next semester:
   a. Complete 56 credit hours.
   b. Complete a minimum of 22 hours from the lower-division, pre-professional core requirements (see previous information) with grades of C or better.
   c. Included in the 22 hours must be:
      i. ACCT 201
      ii. ECON 211
      iii. INFO 111
      iv. MATH 160 or MATH 201
      v. MATH 155 (C or better)
   d. A GPA of 2.6 or higher in the pre-professional core courses.
   e. Students may repeat pre-professional courses one time only.

3. Students pursuing a major in the business school and who are enrolled in 300-/400-level business courses without meeting the program admission standards will be deregistered from those courses. Other students (minors, etc.) must meet all course prerequisites.

▸ Retention and Graduation Requirements

Once admitted to the Perdue School's professional program, students must do the following:

1. Complete the pre-professional core within the next 15 credit hours of study or be disenrolled automatically from the professional program.
2. For business administration, finance, management and marketing majors, receive no more than one D in upper-division business coursework and special requirements (INFO 211 and ABLE).
3. For accounting and information systems majors, have a C or above in all upper-division accounting and information systems major coursework and have no more than one D in upper-division core requirements.
4. Complete MGMT 492 with a C or better. Complete BUAD 400 with a P.
5. Maintain a 2.0 grade point average. (Students whose cumulative grade point averages fall below 2.0 and do not return to 2.0 within the next consecutive 12 semester hours will be disenrolled from the professional program.)

Appeals for exceptions to this policy must be made in writing to the associate dean of the Perdue School.

Departments

ACCOUNTING AND LEGAL STUDIES

Major: Accounting
Minor: Accounting
(See "Undergraduate Minors" section for details.)

Chair
Professor Kenneth J. Smith, D.B.A.; George Washington University, CPA-MD, CMA, CIA, CFM
Professors
Jerome J. DeRidder, Ph.D.; University of Nebraska-Lincoln
Robert F. Dombrowski, D.B.A.; Louisiana Tech University, CPA-MD, LA
Robert Michael Garner, Ph.D.; University of Arkansas, CPA-IN
P. Douglas Marshall, Ph.D.; University of Maryland College Park, CPA-MD
Associate Professor
E. Patrick McDermott, Ph.D.; George Washington University
Assistant Professors
Susan C. Cabral, J.D.; Widener University
Patricia L. Derrick, Ph.D..; George Washington University
George F. Summers, Ph.D.; University of Houston
Lecturer
Suzanne M. Adkins, M.B.A.; Salisbury University, CPA-MD

The Department of Accounting and Legal Studies offers programs leading to a Bachelor of Science with a major in accounting, an accounting track in the Master of Business Administration (M.B.A.) program and a minor in accounting.

ECONOMICS AND FINANCE

Major: Economics, Finance
Minor: Economics
(See "Undergraduate Minors" section for details.)

Chair
Professor Herman Manakyan, Ph.D.; University of Alabama
Professor
Tylor Claggett, Ph.D.; University of Houston
Khashayar "Kashi" Khazeh, Ph.D.; University of Tennessee
Associate Professors
Jill L. Caviglia-Harris, Ph.D.; University of Tennessee
Danny M. Ervin, Ph.D.; University of Kentucky
Shekar Shetty, Ph.D.; University of North Texas
Ying Wu, Ph.D.; University of Oregon
Assistant Professors
Dustin L. Chambers, Ph.D.: University of California-Riverside
Brian Hill, Ph.D.; University of Tennessee, Knoxville
Petia Stoytcheva, Ph.D.; Louisiana State University
Hong Yao, Ph.D.; University of Oregon-Eugene
Lecturer
Silvana Chambers, M.A.: University of California-Los Angeles

The Department of Economics and Finance offers programs leading to a Bachelor of Arts with a major in economics, an Economics Track in the business administration major and a Bachelor of Science with a major in finance, as well as three specialization tracks within the finance major. The department also offers minors in both economics and finance.

INFORMATION AND DECISION SCIENCES

Major: Information Systems
Minor: Information Systems
(See "Undergraduate Minors" section for details.)

Chair
Professor Catherine M. Beise, Ph.D.; Georgia State University
Professor
Professor Jeffrey E. Kottemann, Ph.D.; University of Arizona
Associate Professors
Karen E. Papke-Shields, Ph.D.; University of South Carolina
Kathleen E. Wright, Ph.D.; George Washington University
Assistant Professors
Eugene D. Hahn, Ph.D.; George Washington University
Jing Quan, Ph.D.; University of Florida
Fatollah Salimian, M.A.; Kent State University
Lecturer
William P. Burke Jr., M.Ed.; Wilmington College
Sumathy Chandrashekar, M.B.A.; Salisbury University
Instructor
Hoon S. Cha, M.S.; University of Arizona

The Department of Information and Decision Sciences offers a program leading to Bachelor of Science with a major in information systems and a minor in information systems.

MANAGEMENT AND MARKETING

Major: Business Administration, Management, Marketing
Minor: Business Administration, Marketing Management
(See "Undergraduate Minors" section for details.)

Chair
Professor Frank M. Shipper, Ph.D.; University of Utah
Professors
Pamela L. Alreck, D.B.A.; United States International University
Wayne H. Decker, Ph.D.; University of Pittsburgh
Debbie S. Easterling, Ph.D.; Louisiana State University
Richard C. Hoffman IV, Ph.D.; Indiana University
William M. Moore, Ph.D.; The Ohio State University
Robert B. Settle, Ph.D.; University of California Los Angeles
Associate Professors
Stephen B. Adams, Ph.D.; Johns Hopkins University
Gerard R. DiBartolo, D.B.A.; George Washington University
Memo Diriker, D.B.A.; Memphis State University
E. Patrick McDermott, Ph.D.; George Washington University
Assistant Professors
Thomas J. Calo, Ed.D.; George Washington University
Kirsten K. Passyn, Ph.D.; Pennsylvania State University
Oliver P. Roche, M.B.A.; University of North Texas; LLM, Georgetown University
Marc D. Street, Ph.D.; Florida State University
Vera L. Street, Ph.D.; Florida State University
Visiting Assistant Professors
James D. Oldson, Ph.D.; George Washington University
Senior Lecturer
Paula Morris, M.B.A.; George Washington University
Instructor
Howard F. Dover, M.S..; University of Texas at Dallas

The Department of Management and Marketing offers programs leading to a Bachelor of Science with majors in management and marketing and a minor in marketing management. The department coordinates the international business concentration and the business administration minor in conjunction with the other Perdue School departments.

Undergraduate Majors

ACCOUNTING

Department of Accounting and Legal Studies

Dr. Kenneth Smith, Chair
410-548-5563

Students completing the accounting major will be prepared to enter the public accounting profession or pursue accounting careers in government or corporate settings. By fulfilling the major requirements and earning the required 150 credit hours, students will be eligible to sit for the Uniform CPA examination in Maryland.

The undergraduate accounting curriculum consists of a lower-division (pre-professional) core, upper-division (professional) core, special requirements and accounting major requirements. The pre-professional curricular requirements enable majors to acquire a common body on knowledge essential to successful completion of the professional program coursework.

Students majoring in accounting must meet the following requirements with grades of C or better:

1. Complete the pre-professional core requirements and be accepted into the upper-division professional program.
2. Complete the following professional core:

		Credits
FINA 311	Financial Management	3
INFO 326	Operations Management	3
MGMT 320	Management and Organizational Behavior (must take BUAD 300 as a corequisite)	3
BUAD 300	Personal and Professional Development	0
MGMT 420	Business and Society	3
MGMT 492	Strategic Management (C or better) (must take BUAD 400 as a corequisite)	3
BUAD 400	Business Student Professional Portfolio	0
MKTG 330	Principles of Marketing Management	3

3. Satisfy the following special requirements:

▸ ABLE Requirement

The applied business learning experience (ABLE) is normally completed during the senior year and will be met through an internship.

Internships are normally completed off campus at a variety of businesses, government or not-for-profit organizations. For an internship to satisfy the ABLE requirement, it must be completed as part of enrollment in the following course:

		Credits
ACCT 490	Accounting Internship	3

and must involve the student in working with an organization in a planned, progressive-development program for a minimum of 120 hours over a 10-week period.

For additional information concerning ABLE program requirements, students should see the program director in the Perdue School of Business.

International Requirement

One or more of the following courses:

		Credits
ACCT 430	International Accounting	3
ACCT 435	Accounting in its Global Setting	3
BUAD 386	Business in its Global Setting	3
MGMT 422	Management of the Multinational Business	3
MKTG 423	International Marketing	3
FINA 447	International Financial Management	3
ECON 441	International Economics	3
INFO 465	Global Information Systems Management	3

Admission Test

Accounting students must pass the Accounting Program Admission Test (APAT) prior to enrolling in ACCT 305. Information is available from the Accounting Department.

4. Complete the following major requirements with grades of C or better (with approval of the chair of the Accounting Department, up to six credit hours of comparable courses may be transferred from AACSB International—The Association to Advance Collegiate Schools of Business member schools):

		Credits
ACCT 302	Cost Accounting I	3
ACCT 304	Intermediate Accounting I	3
ACCT 305	Intermediate Accounting II	3
ACCT 341	Federal Income Tax Accounting: Personal	3
ACCT 348	Business Law	3
ACCT 403	Advanced Accounting I	3
ACCT 407	Auditing I*	3
ACCT 420	Accounting Information Systems	3
ACCT 430	International Accounting	3
or		
ACCT 435	Accounting in its Global Setting	3

plus one of the following courses:

		Credits
ACCT 338	Special Topics	3
ACCT 342	Federal Income Tax Accounting: Partnership and Corporation	3
ACCT 401	Integrated Accounting Systems	3
ACCT 415	Governmental and Not-for-Profit Accounting	3

*To accommodate accounting majors interested in pursuing the accounting track in the M.B.A. program, the undergraduate ACCT 407 requirement may be waived by the department chair for those students who successfully complete the graduate auditing course (ACCT 608) in the last semester of their senior year. Students must satisfy the 120 hour graduation requirement. No course will count for both undergraduate and graduate credit. To qualify, see "Graduate Credit During Senior Year" in the Graduate Student Information section of this catalog.

5. Students who decide to pursue a second major/concentration/track must complete a minimum of 12 hours of new credits for each additional major/concentration/track.

BUSINESS ADMINISTRATION

Department of Management and Marketing

Dr. Frank Shipper, Chair
410-543-6333

The business administration major provides a broad foundation in the business environment and the operation of organizations while permitting in-depth preparation in one of two functional areas: economics or international business. Students may also design an individualized sequence with the guidance and approval of the Perdue School's associate dean.

The business administration curriculum consists of a lower-division (pre-professional) core, upper-division (professional) core, special requirements and business administration track requirements. Pre-professional business administration majors acquire a common body of knowledge essential to successful completion of the professional program coursework.

Students majoring in business administration must meet the following requirements with grades of C or better:

1. Complete the pre-professional core requirements and be accepted into the upper-division professional program.

2. Complete the following professional core:

		Credits
FINA 311	Financial Management	3
INFO 326	Operations Management	3
MGMT 320	Management and Organizational Behavior (must take BUAD 300 as a corequisite)	3
BUAD 300	Personal and Professional Development	0
MGMT 420	Business and Society	3
MGMT 492	Strategic Management (C or better) (must take BUAD 400 as a corequisite)	3
BUAD 400	Business Student Professional Portfolio	0
MKTG 330	Principles of Marketing Management	3

3. Satisfy the following special requirements:

International Requirement

One or more of the following courses:

		Credits
ACCT 430	International Accounting	3
ACCT 435	Accounting in its Global Setting	3
BUAD 386	Business in its Global Setting	3
BUAD 396	Business Studies Abroad	3
MGMT 422	Management of the Multinational Business	3
MKTG 423	International Marketing	3
FINA 447	International Financial Management	3
ECON 441	International Economics	3
INFO 465	Global Information Systems Management	3

Information Systems Requirement

		Credits
INFO 211	Information Systems Concepts for Management	3

ABLE Requirement

The applied business learning experience (ABLE) is normally completed during the senior year and can be met through either an internship or experiential project.

Internships are normally completed off campus at a variety of businesses, government or not-for-profit organizations. For an internship to satisfy the ABLE requirement, it must be completed as part of enrollment in one of the following courses:

		Credits
BUAD 490	Business Internship	3
FINA 490	Finance Internship	3
MGMT 490	Management Internship	3
MKTG 490	Marketing Internship	3

and must involve the student in working with an organization in a planned, progressive-development program for a minimum of 120 hours over a 10-week period.

Experiential projects provide students with applied business learning experiences and are associated with the following course:

		Credits
ECON 460	Applied Economics Workshop (for ECON track students only)	3

For additional information concerning ABLE program requirements, students should see the program director in the Perdue School of Business.

4. Fulfill the requirements of one of the following concentration or tracks in business administration. Specialization courses should be taken at Salisbury University. With the approval of the appropriate department chair, up to six hours may be transferred from an AACSB accredited school.

5. Students who decide to pursue a second major/concentration/track must complete a minimum of 12 hours of new credits for each additional major/concentration/track.

International Business Concentration

As a growing number of large and small U.S. firms transact a portion of their business through international channels, business administration graduates are becoming increasingly involved with international aspects of business. This concentration allows students to gain the knowledge and skills required for international business careers, while developing their understanding of the mechanisms and institutions of international business.

Since the Perdue School's curriculum allows multiple majors, concentrations and tracks, students may combine such areas as accounting, finance, marketing, management and information systems with international business, giving themselves an international business education.

All courses comprising the international business concentration, including the additional major requirements of language, geography, political science and ABLE must be completed with a minimum grade of C. The following are required for the international concentration:

		Credits
ECON 441	International Economics	3
FINA 447	International Financial Management	3
MGMT 422	Management of the Multinational Business	3
MKTG 423	International Marketing	3

Choose two electives from Perdue School 300-400 level courses as approved by the international business concentration advisor or from the approved list below:

		Credits
MKTG 333	Sales Management	3
BUAD 386	Business in its Global Setting	3
BUAD 396	Business Studies Abroad	3
MGMT 425	Applied Organizational Science	3
FINA 440	Corporate Finance	3
FINA 441	Investments I	3
FINA 445	Financial Institutions and Markets	3
MKTG 430	Marketing Management Strategy	3
MKTG 438	Marketing Research	3
MGMT 450	Human Resource Management	3
INFO 395	Advanced Management Support Systems	3
INFO 455	Advanced Microcomputer Applications	3
INFO 465	Global Information Technology Management	3
ACCT 302	Cost Accounting I	3
ACCT 304	Intermediate Accounting I	3
ACCT 430	International Accounting	3
ECON 411	Economic Development	3
ECON 402	Comparative Economic Systems	3

Successful completion, either through courses or qualifying exam, of the same modern language through 310 or 312 or 313.

Select one course from the following list or select an approved cultural course offered by the Department of Modern Languages or study abroad experience approved by your international business concentration advisor:

		Credits
GEOG 101	World Geography: Europe and Asia	3
GEOG 102	World Geography: Africa and the Americas	3
GEOG 202	Cultural Geography	3
GEOG 301	World Regions	3
GEOG 310	Regional Geography of Europe	3

Geography requirements may be waived with an approved one-semester study abroad program.

Select one course from the following or other relevant political science or history course approved by your international business concentration advisor:

		Credits
POSC 210	Introduction to International Relations	4
POSC 310	Comparative European Government	4
POSC 311	Comparative Government of Developing Nations	4
POSC 411	International Law	4

Economics Track

A specialization in economics prepares business administration majors to apply the scientific approach to cause and effect relationships affecting the performance of the business enterprise and its impact on society's living standards.

Coursework focuses on understanding and measuring the consequences of public policies and regulations; the behavior of consumers, competitors and other important groups; and the firm's own decisions. The emphasis on analytical skills and empirical methodology provides a strong foundation for students interested in graduate study in business and for those with career interests in economic research or forecasting in either business or government.

The following courses are required for the economics track:

		Credits
ECON 305	Intermediate Macro-Theory	3
ECON 306	Intermediate Micro-Theory	3
ECON 441	International Economics	3

In addition, at least three courses must be chosen from the following list:

		Credits
BUAD 396	Business Studies Abroad	3
ECON 300	Economic History of the United States	3
ECON 331	Money and Banking	3
or		
FINA 445	Financial Institutions and Markets	3
ECON 336	Public Sector Economics	3
ECON 338	Special Topics in Economics	3
ECON 370	Industrial Organization	3
ECON 381	Labor Economics	3
ECON 402	Comparative Economic Systems	3
ECON 403	Monetary Policy and the U.S. Economy	3
ECON 410	The Economics of Health Care	3
ECON 411	Economic Development	3
ECON 415	Environmental Economics	3
ECON 430	Econometrics	3
ECON 460	Applied Economics Workshop	3
ECON 492	Senior Seminar in Contemporary Economic Problems	3
ECON 494	Directed Study in Economics	1-3

Individualized Track

Under special circumstances, business administration majors can construct tracks that are specialized to specific career objectives. Individualized curricula must consist of at least 18 credit hours of 300/400-level courses beyond those required for the major, chosen with the guidance of the faculty advisor and approved by the Perdue School's associate dean. Courses, including at least one of the following, should be selected upon entrance in the professional program:

		Credits
ACCT 302	Cost Accounting I	3
FINA 440	Corporate Finance	3
MGMT 438	Marketing Research	3

ECONOMICS

Department of Economics and Finance

Dr. Herman Manakyan, Chair
410-677-5024

Economics is the study of the factors determining our material living standards. It involves analysis of human values and behavior, the operations of public and private institutions, the limitations of technology and natural resources, and the legal-political framework within which all are required to operate.

The Department of Economics and Finance's Bachelor of Arts program combines a solid foundation in contemporary economic theory with the opportunity to analyze a wide range of issues important to the material well-being of society. The emphasis on applying carefully reasoned analysis to questions of personal choice and public policy makes this program a valuable preparation for careers in education, law, research or administration, as well as employment in business, government or international agencies.

Students majoring in economics must meet the following requirements with grades of C or better:

1. Complete the following economics core:

		Credits
INFO 281	Intermediate Business Statistics	3
MATH 155	Modern Statistics with Computer Analysis	3
MATH 201	Calculus	3-4
or		
MATH 160	Calculus	3-4
ECON 211	Micro-Economic Principles	3
ECON 212	Macro-Economic Principles	3
ECON 305	Intermediate Macro-Theory	3
ECON 306	Intermediate Micro-Theory	3
ECON 430	Econometrics	3
ECON 441	International Economics	3

2. Choose four courses from the following list:

		Credits
ECON 300	Economic History of the United States	3
ECON 331	Money and Banking	3
or		
FINA 445	Financial Institutions and Markets	3
ECON 336	Public Sector Economics	3
ECON 338	Special Topics in Economics	3
ECON 370	Industrial Organization	3
ECON 381	Labor Economics	3
ECON 402	Comparative Economic Systems	3
ECON 403	Monetary Policy and the U.S. Economy	3
ECON 410	The Economics of Health Care	3
ECON 411	Economic Development	3
ECON 415	Environmental and Natural Resource Economics	3
ECON 460	Applied Economics Workshop	3
ECON 492	Senior Seminar in Contemporary Economic Problems	3
ECON 494	Directed Study in Economics	3

Students planning graduate work in economics are advised to complete a minor in mathematics. The minor in mathematics consists of at least 18 semester hours of mathematics, of which 15 are not counted for General Education, 12 are numbered 201 or higher, and at least three are at the 300/400 level. Each course in the minor must be completed with a grade of C or better, and at least nine credits must be earned at SU. The recommended math courses are as follows:

		Credits
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 310	Calculus III	4

Two additional math courses at the 300 level or higher (MATH 413 or 414) are recommended for students entering Ph.D. programs.

FINANCE

Department of Economics and Finance

Dr. Herman Manakyan, Chair
410-677-5024

Finance is broadly defined as the art and science of making decisions involving money in a variety of contexts. People study finance to learn how to allocate their scarce resources over time under conditions of uncertainty utilizing the financial system (i.e., financial markets and institutions) as well as economic organizations (i.e., corporations and governments) with the goal of wealth maximization. Not only is finance exciting and challenging, it continues to evolve at a dizzying pace. The finance major provides the student with a broad background covering the areas of corporate finance, international finance, investments and financial markets/institutions. Students in the finance major prepare for careers in corporate treasury functions and in a variety of financial services firms including commercial banks, securities firms, investment banks, money management firms, insurance companies, real estate companies, financial planners, etc., as well as graduate programs in business. Finance majors are employed by organizations of various size and focus including regional, national and multinational enterprises as well as nonprofit and government agencies.

In addition to the major in finance, for students who desire to focus in a specialization area in finance, the department offers three alternative specialization tracks: Financial Planning, Investments and Corporate Finance.

Finance Major

Students majoring in finance must meet the following requirements with grades of C or better:

1. Complete the pre-professional core requirements and be admitted to the upper-division professional program.
2. Complete the following professional core:

		Credits
FINA 311	Financial Management	3
INFO 326	Operations Management	3
MGMT 320	Management and Organizational Behavior (must take BUAD 300 as a corequisite)	3
BUAD 300	Personal and Professional Development	0
MGMT 420	Business and Society	3
MGMT 492	Strategic Management (C or better) (must take BUAD 400 as a corequisite)	3
BUAD 400	Business Student Professional Portfolio	0
MKTG 330	Principles of Marketing Management	3
INFO 301	Business Applications Development	3
INFO 455	Advanced Microcomputer Applications in Business	3
MKTG 333	Sales Management	3
MGMT 428	Entrepreneurship	3

3. Satisfy the following special requirements.

▸ Information Systems Requirement

		Credits
INFO 211	Information Systems Concepts for Management	3

▸ ABLE Requirement

The applied business learning experience (ABLE) is normally completed during the senior year and can be met through an internship.

Internships are normally completed off campus at a variety of business, government or not-for-profit organizations. For an internship to satisfy the ABLE requirement, it must be completed as part of enrollment in the following courses:

		Credits
FINA 490	Finance Internship	3
or		
BUAD 490	Business Internship	3

and must involve the students in working with an organization in a planned, progressive-development program for a minimum of 120 hours over a 10-week period.

Experiential learning opportunities provide applied business learning experiences and are associated with the following course:

		Credits
FINA 449	Practicum in Portfolio Management	3

For additional information concerning ABLE program requirements students should see the program director in the Perdue School of Business.

4. Students who decide to pursue a second major/concentration/track must complete a minimum of 12 hours of new credits for each additional major/concentration/track.
5. Fulfill the following major requirements, **if no track is selected**. Students selecting a specialization track should complete the requirements listed under Financial Planning Track or Investments Track or Corporate Finance Track. With the approval of the chair of the Department of Economics and Finance, up to six credit hours of comparable courses may be transferred from an AACSB accredited school.

		Credits
FINA 440	Corporate Finance	3
FINA 441	Investments I	3
FINA 445	Financial Institutions and Markets	3
or		
ECON 331	Money and Banking	3
FINA 447	International Financial Management	3
Plus two electives from:		
FINA 312	Risk Management and Insurance	3
FINA 442	Investments II	3
FINA 443	Essentials of Real Estate	3
FINA 449	Practicum in Portfolio Management	3
One additional business elective from:		
ACCT 302	Cost Accounting I	3
ACCT 304	Intermediate Accounting I	3
ACCT 341	Federal Income Tax Accounting: Personal	3
BUAD 386	Business in its Global Setting	3
BUAD 396	Business Studies Abroad	3
ECON 305	Intermediate Macro-Theory	3
ECON 306	Intermediate Micro-Theory	3
ECON 370	Industrial Organization	3
ECON 410	The Economics of Health Care	3
ECON 430	Econometrics	3
ECON 441	International Economics	3
FINA 312	Risk Management and Insurance	3
FINA 442	Investments II	3
FINA 443	Essentials of Real Estate	3
FINA 449	Practicum in Portfolio Management	3

Financial Planning Track

Financial planning involves evaluating financial goals and developing comprehensive financial plans for individuals in a highly complex and regulated environment. With changes in the demographic characteristics of the U.S. population, and shifts in employment and retirement preparation trends, more and more people find themselves in a position of needing to apply sophisticated financial planning techniques to their personal economic affairs, such as college savings plans, retirement plans, estate planning, insurance needs assessment.

The Financial Planning Track is registered with Certified Financial Planner Board of Standards, Inc. (CFP Board) in Denver, CO. In September 2002, it became the first undergraduate degree program in financial planning to attain this distinction in the State of Maryland. This registration confers a special advantage on Perdue School graduates, allowing them to sit for the CFP® Certification Examination upon completion of our program.

Salisbury University does not certify individuals to use the CFP®, CERTIFIED FINANCIAL PLANNER™ and CFP (with flame logo)® certification marks. CFP certification is granted solely by Certified Financial Planner Board of Standards, Inc. to those individuals who, in addition to completing an educational requirement such as this CFP Board-Registered Program, have met ethics, experience and examination requirements.

Certified Financial Planner Board of Standards, Inc. owns the marks CFP®, CERTIFIED FINANCIAL PLANNER™ and CFP (with flame logo)® certification marks, which it awards to individuals who successfully complete initial and ongoing certification requirements.

In addition to completing major requirements 1-3, students in the Financial Planning Track must meet the following major requirements. With approval of the chair of the Department of Economics and Finance, up to six credit hours of comparable courses may be transferred from an AACSB accredited school.

		Credits
FINA 312	Risk Management and Insurance	3
FINA 441	Investments I	3
FINA 446	Retirement Planning	3
FINA 447	International Financial Management	3
FINA 448	Estate Planning	3
ACCT 341	Federal Income Tax Accounting: Personal	3

Plus one elective from:

		Credits
BUAD 386	Business in its Global Setting	3
BUAD 396	Business Studies Abroad	3
FINA 443	Essentials of Real Estate	3
FINA 445	Financial Institutions and Markets	3
ECON 331	Money and Banking	3
FINA 449	Practicum in Portfolio Management	3
MKTG 333	Sales Management	3

Investments Track

The Investments Track focuses on an understanding of various investment options and asset allocation decisions, evaluation of various securities, assessment of appropriate risk-return tradeoffs, and construction and management of efficient portfolios.

In addition to completing major requirements 1-3, students in the Investments Track must fulfill the following major requirements. With the approval of the chair of the Department of Economics and Finance, up to six credit hours of comparable courses may be transferred from an AACSB accredited schools.

		Credits
FINA 440	Corporate Finance	3
FINA 441	Investments I	3
FINA 442	Investments II	3
FINA 445	Financial Institutions and Markets	3
or		
ECON 331	Money and Banking	3
FINA 447	International Financial Management	3
FINA 449	Practicum in Portfolio Management	3

Plus one elective from:

		Credits
BUAD 386	Business in its Global Setting	3
BUAD 396	Business Studies Abroad	3
FINA 443	Essentials of Real Estate	3
FINA 446	Retirement Planning	3
FINA 448	Estate Planning	3
MKTG 333	Sales Management	3

Corporate Finance Track

The Corporate Finance Track focuses on decision making about the financial management of a firm on topics such as forecasting, budgeting, plant expansions, choice of securities to use to finance future acquisitions, evaluating merger/acquisition opportunities, etc. Students in this track normally follow a career path in the finance/treasury function of large corporations, government agencies, non-profit organizations, etc. Simultaneous completion of an accounting minor is highly recommended.

In addition to completing major requirements 1-3, students in the Corporate Finance Track must fulfill the following major requirements. With the approval of the chair of the Department of Economics and Finance, up to six credit hours of comparable courses may be transferred from an AACSB accredited school.

		Credits
FINA 440	Corporate Finance	3
FINA 441	Investments I	3
FINA 442	Investments II	3
FINA 447	International Financial Management	3
ACCT 302	Cost Accounting I	3
ACCT 304	Intermediate Accounting I	3

Plus one elective from:

		Credits
BUAD 386	Business in its Global Setting	3
BUAD 396	Business Studies Abroad	3
ACCT 305*	Intermediate Accounting II	3
ACCT 420*	Accounting Information Systems	3
ACCT 430*	International Accounting	3
ACCT 435*	Accounting in its Global Setting	3
FINA 445	Financial Institutions and Markets	3
ECON 331	Money and Banking	3

* Selecting one of these electives results in an accounting minor.

INFORMATION SYSTEMS

Department of Information and Decision Sciences

Dr. Catherine M. Beise, Chair
410-548-4034

The information systems major addresses information analysis, business system design and information systems management. The program curriculum emphasizes business and organizational studies as well as information systems technology. Students are prepared to enter careers in areas relating to developing, maintaining and using information in a variety of organizational settings.

Students become familiar with modern computer technology and how appropriate hardware and software are integrated into analyzing business problems. Students learn how to apply computers, software and systems techniques to solve information systems problems within organizations and provide managers with the information needed for operational and strategic decisions. The major balances theory and application to prepare students for careers in private-sector or public-sector positions such as computer systems analysts, information resource managers, database and network administrators.

The undergraduate information systems curriculum consists of a lower-division (pre-professional) core, upper-division (professional) core, special requirements and information systems requirements. The pre-professional curricular requirements enable majors to acquire a common body of knowledge essential to successful completion of the professional program coursework.

Students majoring in information systems must meet the following requirements with grades of C or better:

1. Complete the pre-professional core requirements and be admitted into the upper-division professional program.

2. Complete INFO 211 with grade of C or better.

3. Complete the following professional core:

		Credits
FINA 311	Financial Management	3
INFO 326	Operations Management	3
MGMT 320	Management and Organizational Behavior (must take BUAD 300 as a corequisite)	3
BUAD 300	Personal and Professional Development	0
MGMT 420	Business and Society	3
MGMT 492	Strategic Management (C or better) (must take BUAD 400 as a corequisite)	3
BUAD 400	Business Student Professional Portfolio	0
MKTG 330	Principles of Marketing Management	3

4. Fulfill the following major requirements with grades of C or better (with approval of the chair of the Department of Information and Decision Sciences, up to six credit hours of comparable courses may be transferred from an AACSB-accredited school):

		Credits
INFO 301	Business Applications Development	3
INFO 385	Data Communications and Networking	3
INFO 386	Database Management Systems	3
INFO 475	IS Analysis and Design	3
INFO 476	IS Development and Implementation	3
or		
INFO 490	Information Systems Internship	3

plus three of the following electives:

		Credits
BUAD 386	Business in its Global Setting	3
BUAD 396	Business Studies Abroad	3
COSC 320	Advanced Data Structures and Algorithm Analysis	3
INFO 315	Project Management	3
INFO 338	Special Topics	3
INFO 350	Web Analysis and Design	3
INFO 395	Advanced Management Support Systems	3
INFO 450	Computer Hardware and OS Technologies	3
INFO 455	Advanced Microcomputer Applications In Business	3
INFO 465	Global Information Systems Management	3
INFO 470	Enterprise Systems	3
INFO 480	Seminar in Information Systems	3
INFO 485	Advanced Seminar on Networking	3
INFO 494	Directed Study in Management Information Systems	1-3

5. Satisfy the following special requirements:

▸ International Requirement

One of the following courses:

		Credits
ACCT 430	International Accounting	3
ACCT 435	Accounting in its Global Setting	3
BUAD 386	Business in its Global Setting	3
BUAD 396	Business Studies Abroad	3
MGMT 422	Management of the Multinational Business	3
MKTG 423	International Marketing	3
FINA 447	International Financial Management	3
ECON 441	International Economics	3
INFO 465	Global Information Systems Management	3

▸ ABLE Requirement

The applied business learning experience (ABLE) is normally completed during the senior year and can be met through either an internship or experiential project.

Internships are normally completed off campus at a variety of businesses, government or not-for-profit organizations. For an internship to satisfy the ABLE requirement, it must be completed as part of enrollment in the following course:

		Credits
INFO 490	Information Systems Internship	3

and must involve the student in working with an organization in a planned, progressive-development program for a minimum of 120 hours over a 10-week period.

Experiential projects provide applied business learning experiences and are associated with the following course:

		Credits
INFO 476	Information Systems Development and Implementation	3

For additional information concerning ABLE program requirements, students should see the program director in the Perdue School of Business.

6. Students who decide to pursue a second major/concentration/track must complete a minimum of 12 hours of new credits for each additional major/concentration/track.

MANAGEMENT

Department of Management and Marketing

Dr. Frank Shipper, Chair
410-543-6333

The management major prepares students with a blend of theory and applied skills for entry-level management or administrative positions. Through the selection of electives in the major, students can focus on small business management and entrepreneurship or human resource management. Students majoring in management complete a management internship to gain experience in the actual practice of management.

Management courses include such topics as the management of human resources, finances, raw materials and information. Management students learn to set goals, formulate strategies, motivate people and monitor performance.

The undergraduate management curriculum consists of a lower-division (pre-professional) core, upper-division (professional) core, special requirements and management major requirements. The pre-professional curricular requirements enable majors to acquire a common body of knowledge essential to successful completion of the professional program coursework.

Students majoring in management must meet the following requirements with grades of C or better:

1. Complete the pre-professional core requirements and be admitted into the upper-division professional program.

2. Complete the following professional core:

		Credits
FINA 311	Financial Management	3
INFO 326	Operations Management	3
MGMT 320	Management and Organizational Behavior (must take BUAD 300 as a corequisite)	3
BUAD 300	Personal and Professional Development	0
MGMT 420	Business and Society	3
MGMT 492	Strategic Management (C or better) (must take BUAD 400 as a corequisite)	3
BUAD 400	Business Student Professional Portfolio	0
MKTG 330	Principles of Marketing Management	3

3. Satisfy the following special requirements:

▸ Information Systems Requirement

		Credits
INFO 211	Information Systems Concepts for Management	3

▸ ABLE Requirement

The applied business learning experience (ABLE) is normally completed during the senior year and can be met through an internship. Internships are normally completed off campus at a variety of business, government or not-for-profit organizations. For an internship to satisfy the ABLE requirement, it must be completed as part of enrollment in the following course:

		Credits
MGMT 490	Management Internship	3
or		
BUAD 490	Business Internship	3

and must involve the students in working with an organization in a planned, progressive development program for a minimum of 120 hours over a 10-week period.

4. Complete the following major requirements:

Required Specialization Courses

		Credits
MGMT 422	Management of the Multinational Business	3
MGMT 425	Applied Organizational Science	3
MGMT 428	Entrepreneurship	3
or		
MGMT 450	Human Resource Management	3

(Students taking both MGMT 428 and MGMT 450 may count the second as an elective specialization course. See the following.)

Elective Specialization Courses

Choose three from the following:

		Credits
ACCT 302	Cost Accounting	3
BUAD 345	Purchasing and Materials Management	3
INFO 395	Advanced Management Support Systems	3
BUAD 386	Business in its Global Setting (Winter-travel)	3
BUAD 396	Business Studies Abroad	3
MGMT 338	Special Topics in Management	3
MGMT 429	Small Business Consulting	3
MGMT 451	Staffing Organizations	3
MGMT 452	Employee-Management Relations	3

(Students taking both MGMT 428 and MGMT 450 may count the second as an elective specialization course.)

5. Students who decide to pursue a second major/concentration/track must complete a minimum of 12 hours of new credits for each additional major/concentration/track.

MARKETING

Department of Management and Marketing

Dr. Frank Shipper, Chair
410-543-6333

The marketing major prepares students for entry into a variety of marketing and business careers. Marketing provides products—goods, services and ideas—to satisfy customer needs. Through the marketing process, organizations determine what products they will offer, communicate information about their products, establish prices for their products, and make their products available when and where customers want them.

Marketing courses help prepare students to work in areas such as advertising, sales, market research, product planning, purchasing, transportation and public relations. Marketing skills are applicable in virtually all types of organizations.

The undergraduate marketing curriculum consists of a lower-division (pre-professional) core, upper-division (professional) core, special requirements and marketing major requirements. The pre-professional curricular requirements enable majors to acquire a common body of knowledge essential to successful completion of the professional program coursework.

Students majoring in marketing must meet the following requirements with grades of C or better:

1. Complete the pre-professional core requirements and be admitted into the upper-division professional program.
2. Complete the following professional core:

		Credits
FINA 311	Financial Management	3
INFO 326	Operations Management	3
MGMT 320	Management and Organizational Behavior (must take BUAD 300 as a corequisite)	3
BUAD 300	Personal and Professional Development	0
MGMT 420	Business and Society	3
MGMT 492	Strategic Management (C or better) (must take BUAD 400 as a corequisite)	3
BUAD 400	Business Student Professional Portfolio	0
MKTG 330	Principles of Marketing Management	3

3. Satisfy the following special requirements:

Information Systems Requirement

		Credits
INFO 211	Information Systems Concepts for Management	3

ABLE Requirement

The applied business learning experience (ABLE) is normally completed during the senior year and can be met through an internship. Internships are normally completed off campus at a variety of business, government or not-for-profit organizations. For an internship to satisfy the ABLE requirement, it must be completed as part of enrollment in the following course:

		Credits
MKTG 490	Marketing Internship	3
or		
BUAD 490	Business Internship	3

and must involve the students working with an organization in a planned, progressive-development program for a minimum of 120 hours over a 10-week period.

4. Complete the following major requirements:

Required Specialization Courses

		Credits
MKTG 423	International Marketing	3
MKTG 430	Marketing Management Strategy	3
MKTG 438	Marketing Research	3

Elective Specialization Courses

Choose three from the following:

		Credits
BUAD 345	Purchasing and Materials Management	3
BUAD 386	Business in its Global Setting (Winter-travel)	3
BUAD 396	Business Studies Abroad	3
MKTG 331	Promotion Management	3
MKTG 332	Consumer Behavior	3
MKTG 333	Sales Management	3
MKTG 334	Principles of Retailing	3
MKTG 338	Special Topics in Marketing	3
MKTG 401	Business Marketing	3
MKTG 439	Senior Marketing Seminar	3

5. Students who decide to pursue a second major/concentration/track must complete a minimum of 12 hours of new credits for each additional major/concentration/track.

Graduate Program

Graduate Program Director: Janine Vienna
Phone: 410-548-3983

MASTER OF BUSINESS ADMINISTRATION

The Franklin P. Perdue School of Business is the only graduate business school in the region accredited by the AACSB-International. The Perdue School has developed a highly effective business education system committed to an emphasis on the entrepreneurial spirit, integration of theoretical and applied study, and community-based experience.

The Perdue School M.B.A. is valued for its rigor, flexibility and innovative curriculum. The degree is typically completed on a part-time basis; an accelerated one-year, full-time program is an option for students who have completed the foundation course requirements. The M.B.A. program offers learners opportunities to enrich the student's knowledge and application of functional business studies while incorporating essential themes into the program such as globalization, social responsibility, and environmental and technological influences on business.

The goal of the Perdue School of Business M.B.A. program is to prepare aspiring and practicing managers with the skills to succeed as business executives and leaders. The curriculum encourages students to think clearly, show sound judgment, communicate orally and in writing, and develop interpersonal and decision-making skills.

Students earning an M.B.A. are able to:

1. Integrate knowledge and skills of the functional areas of business (e.g. accounting, economics, finance, management and marketing) to implement business decisions.
2. Identify and analyze problems and apply critical thinking skills to the solution of a problem.
3. Assess the long-term social, legal and ethical implications of management initiatives.
4. Interpret the role of internationalization on business strategy.
5. Apply technology for the purposes of decision-making and increasing efficiency and competitiveness in an organization.
6. Develop leadership and teamwork skills critical to the improvement of organizational performance.

Admission

Admission to the Master of Business Administration (M.B.A.) at SU requires an application to graduate studies; the application fee; official transcripts from all colleges and universities attended; if applying for in-state tuition, a Residency/Domicile Information Form; and the following additional application documents and requirements specified by the Business School:

A. Two letters of recommendation from individuals qualified to judge the applicants ability to do graduate work in business;

B. Resume;

C. Essay: reason that pursuing a master's degree will meet the student's personal, professional and academic goals and how the student feels he/she will contribute to the graduate program (maximum of two pages double-spaced); and

D. Graduate Management Admissions Test (GMAT) score.

The minimum standard for admission is the attainment of a total score of at least 1,000 points based on the following formula: 200 X [overall GPA (on a 4.0 scale)] + GMAT score; or at least 1,050 points based on the following formula: 200 X (upper-division GPA) + GMAT score.

Provisional Admission I

Applicants with a minimum 3.25 overall GPA or at least a 3.50 upper-division GPA may enroll prior to taking the GMAT for a maximum of sic credit hours for a maximum of one term, provided space is available. No student may register for a second term unless the GMAT score has been received by the program director.

Additional points may be added to the GMAT formula totals above for work experience at the rate of 10 points per year for qualified employment up to a maximum of 50 points total. Qualified work experience is defined as middle-management level or higher. Any applicants with questionable work experience will have their credentials reviewed by the M.B.A. committee. Attainment of point totals above does not guarantee admission.

All application requirements are due by March 1 for summer or fall admission and by September 1 for spring admission.

Provisional Admission II

Provisional admission may also be granted to applicants who have not yet completed the required foundation undergraduate courses listed below or their equivalents but who meet one of the required totals shown in section D above and all other application requirements. Students in this category should apply for admission as soon as possible so that a specific, individualized plan for satisfying foundation requirements may be developed in consultation with the director of business graduate programs of the Franklin P. Perdue School of Business. Provisionally admitted students may, with the approval of the director, take a maximum of six semester hours of M.B.A. courses (600-level), for a maximum of one semester, and must maintain a cumulative grade point average of 3.0 in undergraduate M.B.A. foundation courses with no grade less than C.

Basic Skills Expected of Incoming M.B.A. Students

In addition to meeting the standards for admission listed above, M.B.A. students should bring to their graduate business studies the following skills to ensure success in the program:

1. Quantitative skills: A knowledge of algebra and basic calculus.
2. Verbal skills: The ability to collect relevant information, organize thoughts and communicate them clearly.
3. Computer skills: Competence in word processing and spread sheets. These skills may be obtained or enhanced by study and preparation before admission, or early in the program of study by utilizing the many programs, courses and training sessions offered at the University.

4. Information systems literacy: A student should be able to describe information technologies and discuss information systems applications with their peers.

These skills will be evaluated and assessed by the M.B.A. program director and appropriate department chair. Recommendations for review courses will be made based on a review of undergraduate coursework, professional experience and the analytical writing assessment score from the GMAT exam.

Program Requirements

The Perdue School offers two M.B.A. options consisting of 54 to 66 credits, depending on the track chosen within the program of either the General M.B.A. Track or the Accounting Track. The course requirements for the program are divided among the following categories

Foundation Courses (24 to 33 credits)*

GENERAL M.B.A. TRACK

		Credits
ACCT 201	Principles of Accounting I	3
ECON 211	Microeconomics	3
or		
ECON 150	Principles of Economics	3
MATH 155	Modern Statistics with Computer Analysis	3
INFO 281	Intermediate Business Statistics	3
or		
MATH 201	Calculus I	3
FINA 311	Financial Management	3
MGMT 320	Management and Organizational Behavior	3
INFO 326	Operations Management	3
MKTG 330	Principles of Marketing Management	3

ACCOUNTING TRACK

In addition to the foundation course requirements listed above, students in the Accounting Track must complete the following courses:

		Credits
ACCT 302	Cost Accounting	3
ACCT 304	Intermediate Accounting I	3
ACCT 3/4XX	One additional upper-level accounting course	3

*Any foundation course may be waived if the student has completed an undergraduate or graduate survey course with similar coverage with a grade of C or better. A waiver exam may be taken to validate an undergraduate course that does not meet the grade requirement, or when the student has acquired the knowledge covered in a core course without having earned academic credit. Students may take a waiver exam with permission of the graduate program director.

Core Courses (24 credits)

Students admitted to the M.B.A. program are required to complete the following core courses depending on their chosen track:

GENERAL M.B.A. TRACK

		Credits
MGMT 620	Organizational Theory	3
or		
MGMT 625	Organizational Behavior Seminar	3
ECON 630	Economic Environment of the Organization	3
or		
ECON 631	Managerial Economics	3
MGMT 635	External Environment of the Organization	3
ACCT 640	Managerial Accounting	3
FINA 650	Corporate Financial Management	3
MKTG 660	Marketing Strategy	3
INFO 670	Management Science Models	3
BUAD/FINA/MGMT/ MKTG 685	International Business Seminar	3
or		
BUAD 686	Global Business	3
or		
BUAD 696	Graduate Business Study Abroad	3

ACCOUNTING TRACK

		Credits
ACCT 630	International Accounting	3
or		
ACCT 635	Global Accounting (travel course)	3
ACCT 650	Advanced Managerial Accounting	3
MGMT 620	Organizational Theory	3
or		
MGMT 625	Organizational Behavior Seminar	3
MGMT 635	External Environment of the Organization	3
FINA 650	Corporate Financial Management	3
MKTG 660	Marketing Strategy	3
INFO 670	Management Science Models	3
MGMT 680	Corporate Strategic Planning and Policy	3
ECON 630	Economic Environment of the Organization	3
or		
ECON 631	Managerial Economics	3

Capstone Course (3 credits)

		Credits
MGMT 680	Corporate Strategic Planning and Policy	3

All students, whether admitted to the General M.B.A. Track or the Accounting Track, are required to complete the capstone course in the final semester of their program before graduation. Students must have completed 12 semester hours at the 600 level and either the (Advanced) Managerial Accounting or Corporate Finance class prior to enrolling in the capstone course. This course represents a culminating experience for the M.B.A. program and is designed to synthesize information from all the functional areas of business as they relate to strategy.

Elective(s) (3-6 credits)

1. **GENERAL M.B.A. TRACK** - Students must complete three elective hours of 600-level M.B.A. courses
2. **ACCOUNTING TRACK** - Students must complete six elective hours of 600-level accounting courses.

General Information

Progression Standards

While matriculating, fully admitted students must maintain a cumulative GPA of at least 3.0 in 600-level courses with no grade less than C. To be eligible to receive the M.B.A., the graduate student must complete either the general M.B.A. (30 hours - with a minimum of 21 hours completed at SU) or the accounting track (33 hours - with a minimum of 24 hours completed at SU) with a cumulative grade point average of at least 3.0 with no grade lower than C and with no more than six credit hours below B. All requirements for the M.B.A., including transfer credits, must be completed within seven years of the end of the semester in which M.B.A. coursework began. Transfer credit must be from an AACSB-International accredited program and is subject to approval by the program director.

Financial Assistance

Awarded on the basis of academic achievement, a limited number of graduate assistantships are available for M.B.A. students. These are awarded only to students fully admitted into the program (i.e., not provisionally admitted). Applications are available from the director of business graduate programs in the Franklin P. Perdue School of Business or online at http://mba.salisbury.edu.

Samuel W. and Marilyn C. Seidel
Seidel School of Education and Professional Studies

Dr. Dennis Pataniczek, Dean
Caruthers Hall Room 124A, 410-543-6335

Dr. Carol Wood, Associate Dean
Caruthers Hall Room 125C, 410-548-3256

Stacie Siers
Professional Development School Coordinator
Caruthers Hall Room 133
410-677-5042

Paul Gasior
Director of Field Experiences
Caruthers Hall Room 125B
410-543-6277

Kimberly Clark-Shaw
Advising Services Coordinator
Caruthers Hall Room 124F
410-543-6290

Majors & Minors

Bachelor of Arts in Social Work

Bachelor of Science
- Athletic Training
- Early Childhood Education
- Elementary Education
- Exercise Science
- Health Education
- Physical Education

Minors
- Athletic Coaching
- Exercise Science
- Health

Master of Arts in Teaching

Master of Education

Master of Education in Educational Leadership

Master of Education Reading Specialist

Master of Science
- Mathematics Education

Master of Social Work

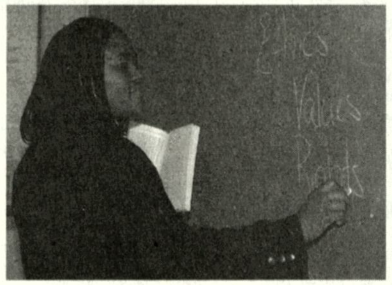
Certification Tracks

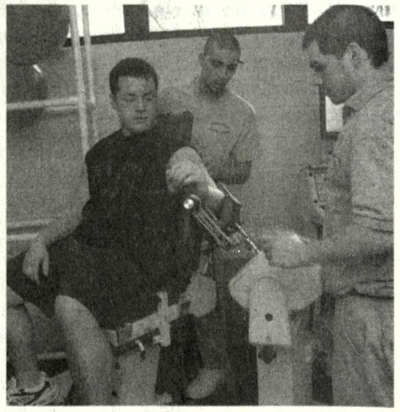
Bachelor of Arts 7-12
- English
- French
- Spanish
- History

Bachelor of Science 7-12
- Biology
- Chemistry
- Health Education
- Mathematics
- Physics

Bachelor of Arts K-12
- Music
- ESOL

Bachelor of Science K-12
- Physical Education





www.salisbury.edu/seidel

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School Information

Programs in the Seidel School of Education and Professional Studies date from the University's beginnings as a school for the professional preparation of teachers. The missions of the school's departments and centers are derived from the University Mission, which commits the institution to providing students with a foundational integrated curriculum in the humanities, social and natural sciences, and mathematics; and to preparing them to work confidently and effectively in their chosen careers. The primary objectives of the school, therefore, are to provide initial and continuing education that ensures professionally competent teachers, health fitness providers, athletic trainers, social workers and school administrators who will become cooperative, innovative leaders dedicated to community service and excellence. The Seidel School is also committed to collaborating with local school districts and community agencies to serve students, clients and consumers.

The Seidel School of Education and Professional Studies was endowed by Samuel and Marilyn Seidel in March 1997. A longtime Salisbury businessman and civic leader, Sam Seidel started his career as a teacher and went on to establish the largest privately owned insurance operation in Maryland. Marilyn Seidel, class of '54, worked locally in nursing. The Seidels' three children are also graduates of Salisbury University. In addition to the school endowment, the Seidels have provided numerous scholarships for SU students.

All of the school's programs interface with the community in special and unique ways and rely on community institutions, agencies and settings for the field components. Whether in teacher education, health and fitness, social work or other professional realms, the integration of theory and practice takes place in field sites generously provided by the University's surrounding community.

The Master of Arts in Teaching and social work programs are cooperative with the University of Maryland Eastern Shore. The institutions' dual degree program in sociology/social work has been in operation since 1990, and a cooperative Master of Arts in Teaching was implemented in summer 1996.

Scholarships and awards available in the school include the following:

Christopher Scholars in Education
Johnson Scholarship in Education
Seidel Scholars Program in Education
Carey-Simmons Education Scholarship
Simonds and May Scholarship

Worcester County Teachers' Association Grant
Outstanding Senior Student Athletic Trainer Award
Physical Education Excellence Award
Social Work Student of the Year Award
Stephen Michael Emery Scholarship in Social Work
E. Pauline Riall Achievement Award
Anne H. Matthews Soroptimist Award
Caruthers Memorial Fund Scholarship
Worcester County Teachers Association Scholarship
Salisbury University Scholar Athlete Award

▸ Accreditation

Both the Master of Social Work and the Bachelor of Arts in Social Work programs are accredited by the Council on Social Work Education. The athletic training program has National Athletic Trainers' Association accreditation. All teacher education and school personnel programs are accredited by the National Council for Accreditation of Teacher Education and are approved by the Maryland State Department of Education. The exercise science program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

▸ Title II Accountability

Under Federal Title II regulations, the University is required to report the pass rates of graduates who took required teacher certification tests for Maryland certification. Please see Appendix C.

▸ Honorary and Professional Organizations

Student National Education Association
Kappa Delta Pi (honor society in education)
Social Work Club
Phi Alpha (honor society in social work)
Physical Education Majors' Society
Dance Company
Phi Epsilon Kappa (honor society in physical education)
Exercise Science Club
Athletic Training Club

Departments

EDUCATION SPECIALTIES

Undergraduate: Secondary K-12 Certifications
Graduate: M.A. Teaching, M.Ed., M.Ed. Reading, M.Ed. Educational Leadership

Chair
Associate Professor Nomsa E. Geleta, Ed.D.; Oklahoma State University
Director of Field Experiences
Paul Gasior, M.Ed.; Salisbury University
Professional Development Schools Coordinator
Stacie Siers, M.Ed.; Salisbury University
Professor
Joel T. Jenne, Ph.D.; State University of New York at Albany
Patricia O. Richards, Ed.D.; Lehigh University
Associate Professors
Nancy L. Michelson, Ph.D.; State University of New York at Albany
Regina Royer, Ed.D.; University of Delaware
Starlin D. Weaver, Ph.D.; Virginia Polytechnic Institute and State University
Assistant Professors
Gwen P. Beegle, Ph.D.; University of Kansas
Douglas M. Dewitt, Ph.D.; Claremont Graduate University
Theodore Gilkey, Ed.D.; University of Rochester
Randall E. Groth, Ph.D.; Illinois State University
Kenneth R. Milner, Ed.D.; University of Massachusetts
Laura Marasco, Ph.D.; University of Colorado
Diana M. Wagner, Ed.D.; University of Delaware
Joyce Wiencek, Ph.D.; University of Maryland College Park
Lecturer
Ron R. Siers Jr, M.Ed.; Salisbury University

The Department of Education Specialties offers graduate education programs and programs leading to secondary education certification in a number of liberal arts and science disciplines including biology, chemistry, English, French, health, history, mathematics, physics and Spanish. The Music; English; and the Health, Physical Education and Human Performance departments also offer K-12 certification in their respective disciplines (music, ESOL, physical education).

Due to requirements of accrediting agencies, some changes may occur in education programs. Students must see their advisors for information regarding these changes.

The Education Specialties Department faculty is committed to preparing classroom teachers and other educational personnel. The department's programs are designed with the following goals:

1. Provide for the individualization of instruction of teachers and prospective teachers during their professional training.
2. Encourage the emergence of a personal teaching style on the part of each teacher and prospective teacher.
3. Assist teachers and prospective teachers in developing as reflective persons who, when confronted with a teaching problem, carefully identify the problem, take steps to accurately and systematically assess the problem, generate alternative solutions to the problem and choose an appropriate resolution on the basis of its desirable implications and consequences.
4. Gather evidence that prospective teachers can bring about desired learning in students before they assume full responsibility for a classroom.
5. Help prospective teachers develop self-confidence and competence as effective learners and teachers.
6. Emphasize the importance of increasing interaction and collaboration among teachers, new and experienced, in resolving educational problems.
7. Prepare teachers who are responsible agents of educational change.

HEALTH, PHYSICAL EDUCATION AND HUMAN PERFORMANCE

Majors: Athletic Training, Exercise Science, Health Education, Physical Education
Minors: Athletic Coaching, Exercise Science, Health (See "Undergraduate Minors" section for details.)

Chair
Professor Susan M. Muller, Ph.D.; University of Maryland College Park
Associate Professors
Thomas P. Stitcher, Ed.D.; University of North Texas
Carol A. Wood, Ph.D.; Louisiana State University
Assistant Professors
Eric J. Carpenter, M.Ed.; Springfield College
Lori DeWald, Ed.D.; University of Tennessee
Brent F. Fedorko, M.S.; University of Pittsburgh
Kelly A. Fiala, Ph.D.; University of Connecticut
John J. LaManca, Ph.D.; Florida State University
Robert Martin, Ed.D.; Columbia University Teachers College
Dean Ravizza, Ph.D.; Virginia Technical University
Donna Ritenour, Ed.D.; Western Michigan University

The Department of Health, Physical Education and Human Performance offers programs leading to the Bachelor of Science, preparing students to work confidently and effectively in physical education, health education, exercise science, athletic training and related fields. All University students are invited to pursue the department's health, athletic coaching and exercise science minors.

The department attempts to attract top-quality students into an environment conducive to learning socially, physically and mentally.

SOCIAL WORK

Major: Social Work
Graduate: Master of Social Work

Chair
Professor Marvin G. Tossey, Ph.D.; University of Maryland
Associate Professors
James Forte, Ph.D.; Virginia Commonwealth University
Batya Hyman, Ph.D.; Brandeis University
Robert Porter Long, M.A.; University of Chicago
Liddell Louise Madden, Ph.D., The Catholic University of America
Deborah Ann Mathews, Ph.D.; University of Maryland
Assistant Professors
Joyce Bell, Ph.D.; The Catholic University of America
Margo A. Kushner, Ph.D.; University of Calgary
Maureen Lagana, Ph.D.; University of Maryland
Frances M. Sistrunk, M.S.W.; University of Maryland
Instructor
Kimberly van Vulpen, M.S.W.; University of Maryland
Clare Weaver, M.S.W.; Virginia Commonwealth University
Cynthia Wingate, M.S.S.W.; University of Texas at Arlington

Social work is a dynamic-growth profession based upon knowledge drawn from its own experience and from the social sciences. It has a code of ethics, practice standards and a nationwide system of accredited education programs.

Social workers are people who care about the needs of others, including those who are not always successful or cooperative. Members of this profession have the knowledge, skills and values to work with a wide range of people and problems. Help for an individual or a family can be as simple as an interview and as complex as promoting change in a large bureaucracy. Social workers are found in such diverse fields as mental health, child welfare, health care, public welfare, family services, developmental disabilities, services to older people, justice and substance abuse.

The Department of Social Work undergraduate program, accredited since 1974 by the Council on Social Work Education, prepares students for entry-level generalist social work practice and advanced graduate education. The department helps students develop their intellectual capacities and practice skill so that they become effective professionals and responsible citizens, and recognizes its responsibility to teach and encourage ethical behavior. Graduates of the program are awarded a Bachelor of Arts in Social Work.

The Master of Social Work program, accredited by the Council on Social Work Education in 2004, prepares professional social workers to engage in community-based direct practice with individuals, families and groups. The mission of the program is to educate ethical, competent practitioners who can work with a high degree of autonomy and skill. Graduates of the program are awarded a Master of Social Work.

TEACHER EDUCATION

Majors: Early Childhood Education, Elementary Education

Chair
Associate Professor Laurie Andes, Ed.D; University of Maryland College Park
Director of Field Experiences
Paul Gasior, M.Ed.; Salisbury University
Professional Development Schools Coordinator
Stacie Siers, M.Ed.; Salisbury University
Professors
Keith J. Conners, Ph.D.; University of Connecticut
Dorsey Hammond, Ph.D.; University of Delaware
John Wolinski, Ph.D.; Florida State University
Associate Professors
John R. Bing, Ph.D.; University of Georgia
Ernest Bond, Ph.D.; Ohio State University
Teena Gorrow, Ed.D.; University of Maryland College Park
Edward Robeck, Ph.D.; University of British Columbia Vancouver
Assistant Professors
Chin Hsiu Chen, Ph.D.; University of Victoria, British Columbia
Patricia K. Dean, Ph.D.; Pennsylvania State University
Althea Penneman, Ph.D.; University of South Alabama
Claudia R. Petty, Ph.D.; University of Illinois at Urbana
Diallo D. Sessoms, Ph.D.; University of Virginia
Lecturers
Brandy Terrill, M.S.; Salisbury University
Linda K. Conner, M.S.; Wilmington College

The Department of Teacher Education offers programs leading to the Bachelor of Science in early childhood education, elementary education and a double major in early childhood and elementary education.

Due to requirements of accrediting agencies, some changes may occur in education programs. Students must see their advisors for information regarding these changes.

The education faculty is committed to preparing classroom teachers and other educational personnel. The department's programs are designed with the following goals:

1. Provide for the individualization of instruction of prospective teachers during their professional training.
2. Encourage the emergence of a personal teaching style on the part of each teacher in training.

3. Gather evidence that prospective teachers can bring about desired learning in students before they assume full responsibility for a classroom.
4. Assist prospective teachers in developing as reflective persons who, when confronted with a teaching problem, carefully identify the problem, take steps to accurately and systematically assess the problem, generate alternative solutions to the problem and choose an appropriate resolution on the basis of its desirable implications and consequences.
5. Help prospective teachers develop self-confidence and competence as effective learners and teachers.
6. Emphasize the importance of increasing interaction and collaboration among teachers, new and experienced, in resolving educational problems.
7. Prepare prospective teachers who are responsible agents of educational change.

Undergraduate Majors

ATHLETIC TRAINING

Department of Health, Physical Education and Human Performance

Dr. Donna Ritenour, Program Director
410-543-6348

The Bachelor of Science in athletic training deals with the professional preparation of athletic trainers as allied health professionals. A degree in athletic training provides students with the competencies and proficiencies necessary to provide comprehensive athletic training services, including patient education and prevention, evaluation, rehabilitation and treatment of injuries. Upon program completion, students are eligible for the Board of Certification Examination (BOC). Athletic training is housed in the Health, Physical Education and Human Performance Department.

For the most up to date information visit the athletic training Web site linked from the Seidel School at www.salisbury.edu/seidel.

The athletic training major, in preparation for the BOC examination, requires the following:

1. Complete the following General Education courses:

		Credits
PHYS 121	General Physics I	4
PSYC 101	General Psychology	3
MATH 155	Modern Statistics with Computer Analysis	3

2. Complete the following core courses with grades of C or better:

		Credits
BIOL 215	Human Anatomy and Physiology I	4
BIOL 216	Human Anatomy and Physiology II	4
CMAT 100	Fundamentals of Communication	3
or		
CMAT 205	Interpersonal Communication	3
or		
CMAT 250	Instructional Communication	3
EXSC 301	Research Methods in Exercise Science	3
EXSC 312	Strength Training Technology and Program Development	3
EXSC 332	Exercise Physiology	4
EXSC 333	Kinesiology	4
PHEC 108	Introduction to Wellness and Fitness	3

3. Apply for formal admission to the athletic training program prior to participation in the clinical education experience (see the Athletic Training Program director and the *SU Athletic Training Student Procedure Manual* for details).

4. Complete the following courses with grades of C or better:

		Credits
ATTR 185	Introduction to Athletic Training	3
ATTR 213	Pathology of Injury and Illness	3
ATTR 221	Risk Management Strategies	3
ATTR 320	Clinical Pathology	3
ATTR 321	Clinical Evaluation and Management	3
ATTR 380	Therapeutic Modalities	4
ATTR 381	Orthopedic Assessment	4
ATTR 407	Administration and Organization for Athletic Training	3
ATTR 410	Foundations of Therapeutic Exercise	4
ATTR 413	Advanced Diagnostics and Management in Athletic Training	3
ATTR 414	General Medical Conditions in Athletic Training	4
ATTR 420	Clinical Rehabilitation and Conditioning	3
ATTR 479	Athletic Training Practicum	12
HLTH 317	Nutrition, Health and Human Performance	3

5. Maintain current certification in two-person CPR and AED through a nationally recognized agency.
6. Maintain a cumulative GPA of 2.80.
7. The Athletic Training Program at Salisbury University is a rigorous and intense program that places specific requirements and demands on the students. Students enrolled in the Athletic Training Program must meet the Technical Standards as outlined in the *Athletic Training Procedure Manual* and on the Salisbury University athletic training Web site.
8. Students are required to purchase malpractice liability insurance prior to beginning the program's clinical education component. Liability coverage must meet the minimum requirements of the program as outlined in the *Athletic Training Student Handbook* and on the Salisbury University athletic training Web site. Proof of current liability insurance must be on file prior to beginning clinical education experience.
9. Students must either complete the required Hepatitis B immunization or sign the appropriate waiver form prior to formally entering the Athletic Training Program. Minimally, athletic training students must have received the second injection or have signed the waiver form prior to the first day of the classes during the fall semester. Proof of vaccination or a signed waiver form must be provided to the program director's office and will be kept in the athletic training student's file. In addition, students must submit a copy of current health insurance card, a complete vaccination record, including tuberculosis screening, and pass a physical exam prior to beginning clinical education experience.
10. In addition to normal weekday practices and competitions, students may be required to return early for pre-season, vacation periods and weekends as assigned by the Salisbury University certified athletic training staff. Also, athletic training students may be assigned to off-campus affiliates to gain additional experience. In these cases, athletic training students will be required to supply transportation to and from these clinical sites.
11. Students in the Athletic Training Program must complete a minimum of four semesters of academic and clinical work as a formally admitted Athletic Training Program student at Salisbury University or its approved clinical affiliates. This four-semester requirement does not include the athletic training student practicum experience.
12. Students must comply with any additional program requirements as stated in the most current *Athletic Training Procedure Manual* and on the Salisbury University athletic training Web site.
13. Students in the Athletic Training Program must purchase uniforms and personal athletic training equipment and supplies for their classroom and clinical experiences.
14. Students are required to join the National Athletic Trainers' Association (NATA) as a student member once admitted to the Athletic Training Program.

EARLY CHILDHOOD EDUCATION

Department of Teacher Education

Dr. Patricia K. Dean, Program Director
410-548-5756

Candidates who successfully complete the early childhood education major are eligible to apply for Maryland State Department of Education certification in N-grade 3.

▸ Admission to Professional Education Courses

Prior to enrolling in professional teacher education courses, early childhood education majors must do the following:

1. Submit passing scores as set by the Maryland State Department of Education for the Praxis I exams in reading, writing and mathematics. Scores must be submitted prior to preregistration in the semester preceding enrollment in professional education courses.

2. Complete an application for formal admission to the professional program. The application must be submitted by preregistration in the semester preceding enrollment in professional education courses.

3. Complete a minimum of 56 hours in the early childhood education program with an overall GPA of 2.75 and grades of C or better in all courses applied to the program, including transfer courses. Any courses older than seven years are subject to review for acceptance toward fulfilling degree requirements.

4. Complete the following courses with grades of C or better:

		Credits
BIOL 101	Fundamentals of Biology	4
CHEM/ PHYS 101	Physical Science	4
CMAT 250	Instructional Communication	3
ECED 215	Foundations of Early Childhood Education	3
EDUC 304	Learning and Assessment	3
ENGL 101	Composition I	3
ENGL 102	Composition II	3
GEOG 104	Earth and Space Science	4
IDIS 285	Introduction to Creative Arts	3
MATH 130	Fundamental Concepts I	3
MATH 155	Modern Statistics with Computer Analysis	3
MATH 230	Fundamental Concepts II	3
PSYC 101	General Psychology	3
PSYC 320	Psychology of Infancy and Childhood	3

Complete two of following required Group II courses with C or better:

GEOG 100	Human Geography	3
or		
GEOG 101	World Geography: Europe and Asia	3
or		
GEOG 102	World Geography: Africa and Americas	3
HIST 101	World Civilizations I	3
HIST 102	World Civilizations II	3
XXXX XXX	elective (ANTH, ECON, HIST, POSC, SOCI)	3

5. Receive approval for a minor.

▸ Admission to Internship

Prior to the internship, early childhood majors must do the following:

1. Complete the application for the internship by the Department of Teacher Education's due date.

2. Complete at least 90 credits toward the degree with a GPA of 2.75 and grades of C or better in all courses applied to the program, including transfer courses.

3. Complete the following professional education classes with an overall GPA of 2.75 and grade of C or better:

		Credits
ECED 324	Primary Curriculum I	3
ECED 325	Primary Curriculum II	3
ECED 421	Language, Literacy and Play	3
ECED 422	Discovery through Interdisciplinary Studies	3
EDUC 318	Computers in Education	3
ELEC 309	Classroom Visitations	0
ELED 310	Language Arts Instruction	3
ELED 316	Reading Instruction	3

Additional Requirements

1. All early childhood education majors must successfully complete an approved minor.

2. In addition to the courses previously listed, the following professional education courses must be completed with grades of C or better and a GPA of 2.75 in all professional education courses:

		Credits
ECED 320	Developing the Young Child	3
ECED 327	Inclusive Education for Young Children	3
or		
EDUC 415	Instructional Techniques for Inclusion	3
ELED 408	Children's Literature	3
ELED 427	Classroom Assessment and Intervention with Reading	3

3. Majors must pass:

		Credits
ECED 445	Preprimary Internship	6
ECED 446	Primary Grades Internship	3
ECED 450	Early Childhood Seminar	3
or		
ELED 411	Instructional Analysis in the Elementary and Middle School Classroom.	3

4. All courses applied to degree must be completed with a GPA of 2.75 and grade of C or better.

5. Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100-day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Students will also be required to follow the University calendar with respect to attendance at the University Intern seminar. Interns are responsible for their own transportation to the PDS site.

6. All teacher candidates majoring in early childhood education must take the Praxis II exams prior to graduation. These also are required for licensure in Maryland.

7. Education courses may be repeated only once.

8. All early childhood students must take the Praxis II tests for their content area prior to graduation.

9. Due to requirements of accrediting agencies, some changes may occur in the major. Students must see their advisors for information regarding these changes.

EARLY CHILDHOOD/ELEMENTARY DOUBLE MAJOR

Department of Teacher Education

Dr. Patricia K. Dean, Program Director
410-548-5756

Admission to Professional Education Courses

Prior to enrolling in professional teacher courses, double majors must do the following:

1. Complete the Praxis I exams in reading, mathematics and writing with passing scores as defined by the Maryland State Department of Education. Praxis exams are administered by the Educational Testing Service. Scores must be submitted by preregistration in the semester prior to enrollment in professional education courses.

2. Complete an application for formal admission to the professional program. The application must be submitted by preregistration in the semester prior to enrollment in professional education courses. The application requires student confirmation of basic computer skills and experience working with children.

3. Complete a minimum of 56 hours in the elementary/early childhood education program with an overall GPA of 2.75

4. Complete the following courses with grades of C or better:

		Credits
BIOL 101	Fundamentals of Biology	4
CHEM 101	Physical Science	4
or		
PHYS 101	Physical Science	4
CMAT 250	Instructional Communication	3
EDUC 210	Schools in a Diverse Society	3
ECED 215	Foundations of Early Childhood Education	3
EDUC 304	Learning and Assessment	3
ENGL 101	Composition I	3
ENGL 102	Composition II	3
GEOG 104	Earth and Space Science	4
IDIS 285	Introduction to the Creative Arts	3
MATH 130	Fundamental Concepts I	3
MATH 230	Fundamental Concepts II	3
MATH 155	Modern Statistics with Computer Analysis	3
PSYC 101	General Psychology	3
PSYC 320	Psychology of Infancy and Childhood	3

Within the 56 hours the student must complete two of the following social science courses with grades of C or better:

		Credits
GEOG 100	Human Geography	3
or		
GEOG 101	World Geography: Europe and Asia	3
or		
GEOG 102	World Geography: Africa and the Americas	3
HIST 101	World Civilizations I	3
HIST 102	World Civilizations II	3
	Social Science Elective	3

Any course older than seven years is subject to review for acceptance toward fulfilling degree requirements.

5. Declare a minor with approval of education advisor.

Admission to Internship

Prior to internship, elementary/early childhood education majors must do the following:

1. Complete the application for the internship by the Department of Teacher Education's due date.

2. Complete at least 90 credits toward the degree with grades of C or better.

3. Complete the following professional education classes with an overall GPA of 2.75 and grades of C or better:

		Credits
ECED 320	Developing the Young Child	3
ECED 421	Language, Literacy and Play	3
ECED 422	Discovery through Interdisciplinary Studies	3
ELEC 309	Classroom Visitations	0
ELED 310	Language Arts Instruction	3
ELED 311	Math Instruction	3
ELED 312	Science Instruction	3
ELED 313	Social Studies Instruction	3
ELED 316	Reading Instruction	3
ELED 317	Creative Arts Instruction	3
EDUC 318	Computers in Education	3
ELED 408	Children's Literature	3

Additional Requirements

1. All early childhood/elementary education majors must successfully complete an approved minor.

2. In addition to the courses previously listed, the following courses must be completed with grades of C or better:

		Credits
ELED 416	Classroom Management	3
EDUC 415	Inclusion	3
ELED 427	Classroom Assessment and Intervention in Reading	3

3. Double majors must pass:

		Credits
ECED 445	Preprimary Internship	6
ELED 401	Directed Teaching I	6
ELED 402	Directed Teaching II	6

4. All courses applied to the degree must be completed with grades of C or better.

5. Some changes may occur in education programs as a result of accrediting agencies' requirements. Students must see their advisors for information regarding these changes.

6. Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100 day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Students will also be required to follow the University calendar with respect to attendance at the University Intern seminar. Interns are responsible for their own transportation to the PDS site.

7. Education courses may only be repeated once.

8. All dual-major students must take the Praxis II tests for their content area prior to graduation.

9. Due to requirements of accrediting agencies, some changes may occur in education programs. Students must see their advisors for information regarding these changes.

Curriculum Guide: Bachelor of Science in Early Childhood/Elementary Education

The following is a sample sequence of courses for freshmen students double majoring in early childhood/elementary education. Information regarding course requirements and sequence beyond the freshmen year is available upon request from the Teacher Education Department. Students must consult regularly with their advisors when developing their individual program plans, selecting courses and declaring minors.

FRESHMAN	YEAR	Credits
ENGL 101	Composition I	3
HIST 101	World Civilizations I	3
MATH 130	Fundamental Concepts I	3
PSYC 101	General Psychology	3
GEOG 100	Human Geography	3
or		
GEOG 101	World Geography: Europe and Asia	3
or		
GEOG 102	World Geography: Africa and Americas	3
		15
ENGL 102	Composition II	3
HIST 102	World Civilizations II	3
MATH 155	Modern Statistics with Computer Analysis	3
BIOL 101	Fundamentals of Biology	4
EDUC 215	Foundations of Early Childhood	3
		16

ELEMENTARY EDUCATION

Department of Teacher Education

Dr. Ernest Bond, Program Director
410-548-3257

Admission to Professional Education Courses

Prior to enrolling in professional teacher education courses, elementary education majors must do the following:

1. Complete the Praxis I exams in reading, mathematics and writing with passing scores as defined by the Maryland State Department of Education. Praxis exams are administered by the Educational Testing Service. Scores must be submitted by pre-registration in the semester prior to enrollment in professional education courses.

2. Complete an application for formal admission to the professional program. The application must be submitted by pre-registration in the semester prior to enrollment in professional education courses.

3. Complete a minimum of 56 hours in the elementary education program with an overall grade point average of 2.75.

4. Complete the following courses with grades of C or better:

		Credits
BIOL 101	Fundamentals of Biology	4
CHEM/ PHYS 101	Physical Science	4
CMAT 250	Instructional Communication	3
EDUC 210	Schools in a Diverse Society	3
EDUC 304	Learning and Assessment	3
ENGL 101	Composition I	3
ENGL 102	Composition II	3
GEOG 104	Earth and Space Science	4
IDIS 285	Introduction to Creative Arts	3
MATH 130	Fundamental Concepts I	3
MATH 230	Fundamental Concepts II	3
MATH 155	Modern Statistics with Computer Analysis	3
PSYC 101	General Psychology	3

PSYC 320	Psychology of Infancy and Childhood	3

Within the 56 hours the student must complete with grades of C or better two of the following social science courses:

		Credits
GEOG 100	Human Geography	3
or		
GEOG 101	World Geography: Europe and Asia	3
or		
GEOG 102	World Geography: Africa and Americas	3
HIST 101	World Civilizations I	3
HIST 102	World Civilizations II	3
	Social Science Electives	3

Any course older than seven years is subject to review for acceptance toward fulfilling degree requirements.

5. Declare a minor with the approval of education advisor.

▸ Admission to Internship

Prior to the internship, elementarv education majors must do the following:

1. Complete the application for the internship by the Department of Teacher Education's due date.

2. Complete at least 90 credits toward the degree with grades of C or better.

3. Complete the following professional education classes with an overall GPA of 2.75 and grades of C or better:

		Credits
EDUC 318	Computers in Education	3
ELEC 309	Classroom Visitations	0
ELED 310	Language Arts Instruction	3
ELED 311	Math Instruction	3
ELED 312	Science Instruction	3
ELED 313	Social Studies Instruction	3
ELED 316	Reading Instruction	3
ELED 317	Creative Arts Instruction	3

▸ Additional Requirements

1. All elementary education majors must successfully complete an approved minor.

2. In addition to the courses previously listed, the following courses must be completed with grades of C or better:

		Credits
EDUC 415	Instructional Techniques for Inclusion	3
EDUC 416	Classroom Management	3
ELED 408	Children's Literature	3
ELED 411	Instructional Analysis in the Elementary and Middle School	3
ELED 427	Classroom Assessment and Intervention in Reading	3

3. Majors must pass ELED 401/402: Directed Teaching I/II.

4. All courses applied to the degree must be completed with grades of C or better.

5. Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100-day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Students will also be required to follow the University calendar with respect to attendance at the University Intern seminar. Interns are responsible for their own transportation to the PDS site.

6. All teacher candidates majoring in elementary education must take the Praxis II exams prior to graduation. These also are required for licensure.

7. Education courses may be repeated only once.

8. All elementary teaching candidates must take the Praxis II tests for their content area prior to graduation.

9. Due to requirements of accrediting agencies, some changes may occur in education programs. Students must see their advisors for information regarding these changes.

▸ Transfer Program for A.A.T Students

Students who earn the A.A.T. in elementary education from a Maryland community college will complete the elementary education professional program and an academic minor, as required for all native and transfer students seeking the Bachelor of Science in elementary education. The transfer program consists of a minimum of 63 credit hours. All coursework completed for the degree, native and transfer, must be completed with grades of C or better and all students must complete a minimum of 126 credit hours to receive the degree. For more information, visit the undergraduate program section of the Teacher Education Department Web site.

Curriculum Guide: Bachelor of Science in Elementary Education

The following is a sample sequence of courses for freshmen students majoring in elementary education. Information regarding course requirements and sequence beyond the freshmen year is available upon request from the Teacher Education Department. Students must consult regularly with their advisors when developing their individual program plans, selecting courses and declaring minors.

FRESHMAN	YEAR	Credits
ENGL 101	Composition I	3
HIST 101	World Civilizations I	3
MATH 130	Fundamental Concepts I	3
PSYC 101	General Psychology	3
GEOG 100	Human Geography	3
or		
GEOG 101	World Geography: Europe and Asia	3
or		
GEOG 102	World Geography: Africa and Americas	3
		15
ENGL 102	Composition II	3
HIST 102	World Civilizations II	3
MATH 155	Modern Statistics with Computer Analysis	3
BIOL 101	Fundamentals of Biology	4
EDUC 210	School in a Diverse Society	3
		16

EXERCISE SCIENCE

Department of Health, Physical Education and Human Performance

Dr. John LaManca, Program Director
410-677-5445

The Bachelor of Science in exercise science includes a General Education experience, a core of required course work and a culminating internship/seminar experience. The exercise science major prepares students to work in the health/fitness industry as personal trainers, strength and conditioning coaches, aerobics instructors and wellness program directors. Students wishing to pursue careers in clinical cardio-pulmonary rehabilitation may elect to complete an additional 12 credits in the cardio-pulmonary track in preparation for working in a hospital or clinical-based health care setting.

On completion of the B.S. in exercise science, students are eligible for certification by the American College of Sports Medicine, the National Strength and Conditioning Association and other agencies that credential individuals within the exercise field. The exercise science major is administered through the Health, Physical Education and Human Performance Department. Exercise science requirements include the following:

1. Complete the following General Education courses:

		Credits
PHYS XXX	laboratory course	4
or		
CHEM XXX	laboratory course	4
PSYC 101	General Psychology	3
BIOL 215	Human Anatomy and Physiology I	4
BIOL 216	Human Anatomy and Physiology II	4
MATH 155	Statistics	3

(Group IV is completed with PHEC 108 for students completing this major.)

2. Complete the following required major core curriculum (45 hours) with a grade of C or better:

		Credits
EXSC 185	Introduction to Exercise Science	1
EXSC 213	Prevention and Management of Sports Injuries	3
EXCS 237	Exercise Leadership	3
EXSC 301	Research Methods in Exercise Science	3
EXSC 312	Strength Training Technology and Program Design	3
EXSC 313	Exercise and Strength Training for Rehabilitation	3
EXSC 332	Exercise Physiology	4
EXSC 333	Kinesiology	4
EXSC 462	Exercise Physiology, Aging and Special Populations	3
EXSC 481	Stress Testing and Exercise Prescription	4
HLTH 217	Nutrition, Heath and Human Performance	3
HLTH 225	Health Behavior	3
HLTH 335	Organization and Administration of Health and Fitness Programs	3

3. Complete the following professional semester (15 hours). Students are eligible for the professional semester after they complete all core and track courses and obtain current community CPR certification.

		Credits
EXSC 479	Practicum in Exercise Science	12
EXSC 480	Seminar in Exercise Science	3

Cardiopulmonary Track Courses (12 hours)

Students electing the cardiopulmonary track must complete the following four courses in addition to all of the exercise science requirements listed here.

		Credits
RESP 303	Cardiopulmonary Physiology	3
RESP 304	Cardiopulmonary Disease	3
RESP 322	Pharmacology	3
RESP 402	Pulmonary Diagnostics and Rehab	4

HEALTH EDUCATION

Department of Health, Physical Education and Human Performance

Dr. Lori Dewald, Program Director
410-677-0062

The Bachelor of Science in health education deals with the complexities of human behavior with the expressed purpose of promoting healthy lifestyles. A degree in health education provides students with the competencies necessary to become effective health educators. On completion of the B.S. in health education, students are eligible for careers in health-related fields and 7-12 school health education. Health education is housed in the Health, Physical Education and Human Performance Department.

The health education major includes a General Education experience, a theoretical core of foundation courses, a career oriented track and a professional semester consisting of an internship and a seminar.

Health Education requirements prior to student-teaching are as follows:

1. Complete the General Education courses:

		Credits
PHYS XXX	Laboratory Course (excluding astronomy)	4
or		
CHEM XXX	Laboratory Course	4
MATH 101	Finite Mathematics	3
or		
MATH 140	College Algebra and Trigonometry	4
or		
MATH 155	Modern Statistics with Computer Analysis	3

2. Complete the following core classes with grades of C or better:

		Credits
BIOL 215	Human Anatomy and Physiology I	4
BIOL 216	Human Anatomy and Physiology II	4
CMAT 250**	Instructional Communication	3
HLTH 101	Basic Health	3
HLTH 102	First Aid and Safety	1
HLTH 225	Health Behavior	3
HLTH 217	Nutrition, Health and Human Performance	3
HLTH 310	Stress Management	3
HLTH 311	Human Sexuality Education	3
HLTH 335	Organization and Administration of Health and Fitness Programs	3
HLTH 350	Assessment and Evaluation of Health Programs	3
PHEC 108*	Introduction to Wellness and Fitness	3
PSYC 101	General Psychology	3
NURS 485	School Health	3

* Health education majors are exempt from PHEC 106: Personalized Health Fitness by earning a grade of C in PHEC 108. The health education program director is available for advising and counseling on required certifications.

**Transfer students who have CMAT 100: Fundamentals of Communication may use it to satisfy CMAT 250: Instructional Communication.

3. Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100 day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Students will also be required to follow the University calendar with respect to attendance at the University Intern seminar. Interns are responsible for their own transportation to the PDS site.

Professional Education Courses

Students seeking certification to teach health education must meet the following requirements:

1. Complete a minimum of 56 credits with an overall GPA of 2.50 or better, including transfer credits, in the following courses with a grade of C or better:

		Credits
CMAT 250	Instructional Communication	3
EDUC 210	School in a Diverse Society	3
EDUC 300	Development, Learning and Assessment	3
ENGL 101	Composition I	3
ENGL 102	Composition II	3
PSYC 101	General Psychology	3

2. Satisfactorily complete the Praxis I tests as defined by the Maryland State Department of Education.
3. Complete an application for formal admission to the professional program prior to entrance into professional program courses.
4. Have a minimum GPA of 2.75 in the academic major courses.
5. Submit at least three positive recommendations from health education and physical education faculty who have instructed the student prior to application for admission.
6. Obtain written approval on the application from the major advisor.

▸ Admission to Internship

Prior to the internship, health education students must do the following:

1. Complete the written application for the Internship.
2. Complete a minimum of 90 credits including methods in at least 24 credit hours of the academic major.
3. Have an overall GPA of 2.50 including transfer credit.
4. Have a minimum GPA of 2.75 in the academic major courses as defined by each academic department.
5. Have a minimum GPA of 2.75 in the professional education courses with no grade below C.
6. Submit two positive recommendations from faculty in health and physical education and the faculty advisor.
7. Obtain verification of the completion of the requirements from the director of field experiences.

▸ Additional Requirements

1. To be eligible for admission to directed teaching, all students enrolled in the health education program must complete the following courses with a minimum GPA of 2.75 and with grades of C or better:

		Credits
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
HLTH 461	School Health Methods	3
SCED 339	Secondary/K12 Methods Visitation	0
SCED 367	Inclusive Instruction for Secondary Teachers	3
SCED 422	Teaching Reading in the Content Area I	3
SCED 424	Teaching Reading in the Content Area II	3

2. In July, 1998, the Maryland State Board of Education adopted regulations mandating all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. All health education majors will have satisfied the six hours of course work in reading by completing SCED 422 and 424.
3. All health education majors are required to pass the following:

		Credits
EDUC 462	Directed Teaching in Health	12
EDUC 463	Seminar in Health Education	3

4. Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100 day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Students will also be required to follow the University calendar with respect to attendance at the University Intern seminar. Interns are responsible for their own transportation to the PDS site.
5. All secondary/K-12 students in a program requiring Praxis II examinations for licensure must take the Praxis II tests for their content area prior to graduation.

Education courses may be repeated only once.

PHYSICAL EDUCATION

Department of Health, Physical Education and Human Performance

Dr. Robert Martin, Program Director
410-677-5472

The Bachelor of Science in physical education teacher education is a professional preparation program that prepares physical education teachers for K-12 teaching. This teacher preparation provides students with the pedagogical and content knowledge necessary to teach in the public and private sector. The physical education major is an accredited program through the National Association of Sport and Physical Education and the National Council for Accreditation of Teacher Education. This program includes a General Education experience, a theoretical core of foundation courses, and a professional semester practicum experience in the fall of the senior year followed by a professional semester, half in an elementary school and the other half in a middle or high school. Physical education majors are exempt from the General Education requirement of PHEC 106: Personalized Health Fitness by earning a minimum grade of C in PHEC 108.

Students must complete the following required courses which may also be used to meet General Education requirements:

		Credits
PHYS XXX	Laboratory Course (excluding Astronomy)	4
or		
CHEM XXX	Laboratory Course	4
BIOL 215	Human Anatomy and Physiology I (C or better)	4
BIOL 216	Human Anatomy and Physiology II (C or better)	4
CMAT 250	Instructional Communication (C or better)	3
PHEC 108	Introduction to Wellness and Fitness (C or better)	3
PSYC 101	General Psychology (C or better)	3

Gate One

Complete the following requirements for admission to the Physical Education Teacher Education Program.

1. Complete admissions application
2. Complete PPST Praxis I with passing scores set by the Maryland State Department of Education.
3. Maintain membership in a professional organization.
4. Earn a 2.50 cumulative GPA, including transfer credits.
5. Take the swim test or PHEC 240.
6. Complete the following courses with grades of C or better:

		Credits
PHED 235	Foundations of Physical Education	3
PHED 240	Technology and Strategies of Aquatics	1
PHED 245	Movement Activities	3
PHED 260	Team Sports Concepts and Tactics	3
PHED 261	Teaching Individual and Dual Sports Concepts and Tactics	3
PHED 263	Teaching Sports Concepts and Tactics II	3

Gate Two

Complete the following requirements for admission to the Professional Program.

1. Complete application for formal admission to the Professional Program.
2. Complete all courses, including transfer courses, with grades of C or better, a 2.75 GPA in the major and a minimum 2.50 cumulative GPA.
3. Obtain written approval of application from advisor.
4. Take a tuberculosis (Mantoux) text.
5. Complete the following courses with grades of C or better:

		Credits
EDUC 210	Schools in a Diverse Society	3
EDUC 300	Development, Learning and Assessment	3
PHEC 332	Exercise Physiology	4
PHEC 333	Kinesiology	4
PHED 275	Instructional Strategies	3
PHED 350	Measurement and Evaluation	3
PHED 352	Motor Learning	3
PHED 375	Contemporary Curriculum and Analysis of Teaching in Physical Education	3
PHED 377	Management Strategies for Teaching in Physical Education	3
PHED 400	Adapted Physical Education	3
PHED 401	Practicum Visits in Adapted Physical Education	0
PHED 451	Psychosocial Aspects of Physical Education	3

Gate Three

Complete the following requirements for admission into Internship II.

1. Complete student teaching internship application.
2. Complete all education and physical education courses.
3. Complete methods courses with a minimum GPA of 2.75 with no grades below C, including transfer courses.
4. Earn a 2.50 cumulative GPA, including transfer credits.
5. Earn a minimum 2.50 major GPA.
6. Obtain a verification of requirements completed from the program director.
7. Complete the Praxis II.
8. Obtain CPR certification.
9. Complete the following courses with grades of C or better with a minimum 2.75 GPA:

		Credits
PHED 410	Elementary Physical Education Methods	3
PHED 411	Internship I in Elementary Physical Education	0
PHED 420	Secondary Physical Education Methods	3
PHED 421	Internship I in Secondary Physical Education	0
SCED 424	Teaching Reading in the Content Area II	3

Gate Four

Complete the following Internship II requirements with grades of C or better:

		Credits
PHED 470	Internship II in Elementary Physical Education	6
PHED 471	Internship II in Secondary Physical Education	6
PHED 481	Seminar in Physical Education	3

Student interns will be assigned to a Professional Development School (PDS) or a Satellite Professional Development School (SPDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100 day requirement, interns are required to follow the calendar of the school district in which the PDS or SPDS is located. Students will also be required to follow the University calendar with respect to attendance at the University intern seminar. Interns are responsible for their own transportation to the PDS or SPDS site.

All secondary/K-12 students in a program requiring Praxis II examinations for licensure must take the Praxis II tests for their content area prior to graduation.

In July, 1998, the Maryland State Board of Education adopted regulations mandating all secondary/K-12 pre- and in-service teachers have six hours coursework in reading. All K-12 physical education majors will have satisfied the six hours of course work in reading by completing an integrated methods course and SCED 424.

Students may repeat education courses only once.

Curriculum Guide: Bachelor of Science In Physical Education

Program checklists and recommended course sequences are available in the Health, Physical Education and Human Performance Department and on the department Web site. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

SECONDARY TEACHING LICENSURE

Department of Education Specialties

Dr. Arlene White, Program Director
410-543-6253

Secondary 7-12 teaching certification is available in the following liberal arts and science disciplines: biology, chemistry, English, French, history, mathematics, physics and Spanish. K-12 certification is available in ESOL, music and physical education. 7-12 certification is available in health education. Students complete an academic degree in the liberal arts and science disciplines as well as a teacher education track. Students receive academic advising from the academic discipline and from the education department. Students are expected to work with both advisors.

▸ Admission to Professional Education Courses

Prior to enrolling in professional teacher education courses, secondary education students must do the following:

1. Satisfactorily complete the Praxis I tests as defined by the Maryland State Department of Education.
2. Complete an application for formal admission to the professional program.
3. Complete a minimum of 56 credit hours with an overall grade point average of 2.50 or better, including transfer credit. The 56 credits must include the following courses with grades of C or better (exception PSYC 101):

		Credits
CMAT 250*	Instructional Communication	3
EDUC 210	School in a Diverse Society	3
EDUC 300	Development, Learning and Assessment	3
ENGL 101	Composition I	3
ENGL 102	Composition II	3
PSYC 101	General Psychology	3

*transfer students who have CMAT 100: Fundamentals of Communication may use it to satisfy CMAT 250: Instructional Communication

4. Have a minimum grade point average of 2.75 in the academic major courses (secondary or K-12 programs) as defined by each academic department.
5. Submit at least three positive recommendations from non-education faculty who have instructed the student prior to application for admission.
6. Obtain written approval on the application from both the major advisor and the Education Specialties Department advisor.
7. Have completed 12 credits in the major field.

▸ Admission to Internship

Prior to internship, secondary and K-12 education students must do the following:

1. Complete the written application for internship.
2. Complete a minimum of 90 credits including methods and at least 24 credit hours of the academic major (secondary and K-12 programs).
3. Have an overall grade point average of at least 2.50 including transfer credit.
4. Have a minimum grade point average of at least 2.75 in the academic major courses (secondary or K-12 programs) as defined by each academic department.
5. Have a minimum average of 2.75 in professional education courses with no grade below C.
6. Submit two positive recommendations from faculty in education and the signatures of both the major advisor and the education advisor.
7. Obtain verification of completion of these requirements from the director of field experiences.

▸ Additional Requirements

1. To be eligible for internship, all students enrolled in a secondary or K-12 program must complete the appropriate methods courses for the content major and the following courses in education with grades of C or better:

		Credits
EDUC 318	Computers in Education	3
or		
EDUC 319	Technology in Education	1
SCED 339	Secondary/K-12 Methods Visitation	0
SCED 367	Inclusive Instruction for Secondary Teachers	3

2. In July, 1998, the Maryland State Board of Education adopted regulations mandating all secondary/K-12 pre-and in-service teachers have six hours coursework in reading. All secondary education majors and music K-12 majors who complete the secondary education program will have satisfied the six hours course work in reading by program integration. Physical education K-12 majors will satisfy the course work by completing one methods course integrating reading outcomes and taking Teaching Reading in the Content Areas Part II (SCED 424).
3. All secondary and K-12 education majors are required to pass the following courses:

		Credits
SCED 433	Reflection and Inquiry in Teaching Practice (Grade of C or better)	3
SCED 426	Directed Teaching in the Secondary School	6
SCED 428	Directed Teaching in the Secondary School	6

4. Student interns will be assigned to a Professional Development School (PDS) for their internship experience. This internship will consist of a minimum of 100 days. In order to meet the 100 day requirement, interns are required to follow the calendar of the school district in which the PDS is located. Students will also be required to follow the University calendar with respect to attendance at the internship seminar. Interns are responsible for their own transportation to the PDS site.
5. All secondary/K-12 students in a program requiring Praxis II examinations for licensure must take the Maryland Praxis II tests for their content area prior to graduation.

Students may repeat education courses only once.

SOCIAL WORK

Department of Social Work

Dr. Marvin G. Tossey, Chair
Dr. Deborah Mathews, Associate Chair and Undergraduate Program Director
410-543-6305

Students majoring in social work must meet the following requirements (transfer students must take a minimum of 23 hours in social work at Salisbury University):

1. Complete the following 38 credit hours of core courses with grades of C or better (SOWK 405 and 407 require grades of PS):

		Credits
SOWK 200	Introduction to Social Work and Social Welfare	3
SOWK 300	Human Behavior in the Social Environment	3
SOWK 302	Human Behavior in the Social Environment II	3
SOWK 305	Social Welfare Policy	3
SOWK 310	Basic Interviewing: Skills and Techniques	3
SOWK 320	Social Work Practice I	3
SOWK 400	Social Work Practice II	3
SOWK 405	Field Instruction in Social Work I	3
SOWK 406	Field Instruction Seminar I	1
SOWK 407	Field Instruction in Social Work II	3
SOWK 408	Field Instruction Seminar II	1
SOWK 410	Social Work Practice III	3
SOWK 416	Social Work Research I	3
SOWK 417	Social Work Research II	3

2. Complete a three credit hour social work elective with grades of C or better.
3. Complete the following courses with grades of C or better:

		Credits
BIOL 101	Fundamentals of Biology	4
or		
BIOL 215	Human Anatomy and Physiology I	4
or		
BIOL 216	Human Anatomy and Physiology II	4
PSYC 101	General Psychology	3
SOCI 101	Principles of Sociology	3

Students are additionally encouraged to consider elective courses in art, business administration, communication arts, economics, language, philosophy, political science, psychology, sociology and statistics. Faculty advisement in curriculum planning is required.

General Information

▸ Admission to Social Work Program

Students must apply for admission to the social work program during their junior year. Prior to enrolling in upper-level social work courses students must:

1. Satisfactorily complete a minimum of 45 hours with an overall grade point average of 2.50 or better, including transfer credit. The 45 credits must include the courses with grades of C or better:

		Credits
BIOL 101	Fundamentals of Biology	4
or		
BIOL 215	Human Anatomy and Physiology I	4
or		
BIOL 216	Human Anatomy and Physiology II	4
PSYC 101	General Psychology	3
SOCI 101	Introduction to Sociology	3
SOWK 200	Introduction to Social Work and Social Welfare	3
SOWK 300	Human Behavior in the Social Environment I	3
SOWK 310	Basic Interviewing: Skills and Techniques	3

2. Complete an application for formal admission to the social work program.
3. Have an academic plan showing how the student can enter field instruction the following fall semester.
4. Have a minimum grade point average of 2.50 overall, including transfer credits, and 2.75 in the academic major courses.

▸ Admission to Field Instruction

Students are expected to complete a two semester field instruction internship in the same social service agency during the fall and spring of the senior year. Prior to entering the field instruction, students must:

1. Complete the written application for internship.
2. Complete the minimum of 75 hours, including at least six hours of social work practice courses.
3. Have a minimum grade point average of 2.50 overall, including transfer credits, and 2.75 in the academic major courses.
4. Interns are responsible for their own transportation related to their field internship.

▸ Life Experience Statement

No credit will be given for work or life experience.

▸ SU/UMES Dual-Degree Program: Social Work/Sociology

Salisbury University and the University of Maryland Eastern Shore have established a dual-degree program through which UMES students can earn a Bachelor of Arts in Social Work (B.A.S.W.) from SU and a Bachelor of Science in sociology from UMES. The program, which can be completed in 129 hours, is accredited by the Council on Social Work Education through SU.

The program prepares graduates for entry-level professional social work positions, state licensure and graduate education. The program is made possible through the cooperative efforts of the institutions in sharing resources to expand the opportunities for students on both campuses.

Students in this program will complete registration for UMES courses by submitting an inter-institutional enrollment form available from their advisor or the Registrar's Office.

Curriculum Guide: Bachelor of Arts In Social Work

The following is a sample sequence of courses taken by freshmen students majoring in social work, which requires 120 credit hours for graduation. Information regarding course requirements and sequence beyond the freshmen year is available upon request from the Social Work Department. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

FRESHMAN YEAR		**Credits**
ENGL 101	Composition I	3
HIST 101	World Civilizations	3
BIOL 101	Fundamentals of Biology	4
or		
BIOL 215	Human Anatomy and Physiology I	4
or		
BIOL 216	Human Anatomy and Physiology II	4

PHEC 106	Personalized Health/Fitness	3
	Group IB Elective	3
		16
ENGL 102	Composition II	3
HIST 102	World Civilizations	3
SOWK 200	Introduction to Social Work and Social Welfare	3
PSYC 101	General Psychology	3
SOCI 101	Principles of Sociology	3
		15

Graduate Programs

EDUCATION SPECIALTIES DEPARTMENT

Dr. Nomsa Geleta, Chair
410-543-6297
Dr. Laura Marasco, Director of Graduate Programs in Education
410-543-6281

MASTER OF ARTS IN TEACHING

Department of Education Specialties

Dr. Regina Royer, Program Director
410-548-3949

The Master of Arts in Teaching (M.A.T.) is a professional degree program designed to prepare students for initial teacher certification. Candidates in this program must possess an earned baccalaureate degree and appropriate content coursework for certification in one of the following state-approved areas: agriculture, art, biology, business education, chemistry, English, French, history, mathematics, music (vocal and instrumental), physical education, social studies, Spanish or technology education. This NCATE and Maryland State Department of Education-approved program prepares candidates for licensure to teach at the secondary levels. Two options are available for completing this degree

▸ Option I

This option is a collaborative degree program offered by Salisbury University and the University of Maryland Eastern Shore. Students are admitted by a joint admissions process and take coursework on the campuses of both universities, taught by the faculties of both institutions. This is an accelerated 16-month program which begins each January.

Students apply for admission to either SU or UMES, depending upon which university offers the appropriate Maryland State Department of Education-approved content area program for teacher certification.

SU offers approved programs in the areas of biology, chemistry, English, French, history, mathematics, music (vocal and instrumental), physical education, physics, social studies and Spanish.

UMES offers approved programs in the areas of agriculture, art, biology, business education, chemistry, English, mathematics, physical education and technology education.

▸ Option II

This option is designed for applicants who can not meet the program requirements due to time constraints posed by the accelerated cohort program.

▸ Program Overview

The primary objectives of the M.A.T. program are as follows:

1. Allow candidates to build upon the content knowledge they have acquired in the baccalaureate degree, adding the professional knowledge necessary for a career in teaching.
2. Prepare teachers who are well-grounded in research, theory and practice related to effective classroom instruction and school improvement.
3. Enable teacher candidates to develop and demonstrate sensitivity and effective interpersonal skills in working with culturally diverse populations.
4. Nurture educators who are committed, continuous learners and contributors to the enhancement of the teaching profession.
5. Encourage candidates to seek employment as teachers in the schools of the Eastern Shore.

The M.A.T. combines the elements of pre-service teacher preparation and graduate-level scholarship and study. Research-based content, supervised clinical and supervised practicum experiences are present throughout the program. Thus, the focus is made richer by the application of research findings, expert opinions and best practices to instructional decision making. The program emphasizes reflective practice, continuous evaluation and instructional modification to assure that students will develop an extended repertoire of teaching strategies. "The Essential Elements of Teaching" identified by the Maryland State Department of Education form significant strands throughout the program.

The professional education sequences of the M.A.T. are a continuous part of the program and require visits to school-based settings or may take place in professional development schools. Technological advances and their applications in the classroom are also included. All matriculants must demonstrate proficiency in using computers and in applying technology usage to instruction.

Option I M.A.T. candidates are expected to complete the program as follows: beginning with a full winter program, students continue coursework during a full academic year (including the summer session) and one additional spring session. Candidates whose study is interrupted will be allowed to continue with a later cohort on a space-available basis.

All candidates in the M.A.T. program complete a state-approved program of study including at least 36 semester hours of graduate credit. At least 30 hours must be completed at SU with a cumulative average of B (3.0) or higher, with no more than six credit hours below a grade of B in their program. Students who complete the coursework required for the internship, pass the Praxis Series/Praxis II content portion (Professional Assessments for Beginning Teachers) and pass the comprehensive examination are advanced to candidacy. Candidates must complete the degree within three calendar years of advancement to candidacy.

A maximum of six credits may be accepted for transfer into the program, provided those credits are directly related to the program and meet the University criteria for transfer of credit.

▸ Admission

All candidates who indicate on their initial Application for Graduate Program Admission form that they wish to pursue the Master of Arts in Teaching (M.A.T.) will be assigned an advisor in the Department of Education Specialties and receive M.A.T. application materials. Admission to the M.A.T. at SU requires an application for graduate program admission; the application fee; official transcript from all colleges and universities attended; if applying for in-state tuition, a Residency/Domicile Information Form; and the following additional application documents and requirements specified by the Department of Education Specialties:

A. Possess a baccalaureate degree in an appropriate content area, including adequate and current content area coursework in the intended certification area.

B. Submit scores for the Core Battery of the Praxis Series, the Professional Assessments for Beginning Teachers.

C. Take Praxis II content portion in the appropriate content area.

D. Undergo a structured interview by appropriate Admissions Committee.

E. Possess an undergraduate grade point average of at least 3.0 in the last half of the undergraduate program, or possess a prior graduate degree.

F. Submit an essay that is written on campus, in a supervised setting, focusing on some current educational issues as determined by the M.A.T. Admissions Committee.

G. Submit three letters of recommendation from individuals who can speak to the following criteria:

  a. ability to write at an appropriate skill level for graduate-level work

  b. a level of motivation appropriate to carry the candidate through a rigorous graduate program

H. Complete the joint M.A.T. Application form.

Option I Candidates: The transcripts and academic credentials of M.A.T. Option I applicants are reviewed by the SU/UMES joint M.A.T. Admissions Committee.

Option II Candidates: The transcripts and academic credentials of all M.A.T. Option II applicants are reviewed by the SU Admissions Committee, which includes the program director, content area specialists and the director of graduate studies in education.

Admissions committees and appropriate subcommittees determine whether students possess adequate and current content area coursework in the intended certification area. All candidates who lack appropriate coursework are expected to take the identified courses prior to their enrollment in the internship.

Candidates in the M.A.T. also must obtain a passing grade on a comprehensive examination as a condition for enrollment in the internship and advancement to candidacy.

Candidates must take and report Praxis II scores prior to graduation.

▸ Program of Study

Candidates who complete the M.A.T. are expected to integrate theory and practice and demonstrate successful achievement in the following areas:

1. Application of research and inquiry for the improvement of classroom instruction.
2. Understanding of learner's physical, cognitive and emotional development and the implications for learning and instruction.
3. Knowledge of the social contexts in which education occurs.
4. Skills and knowledge necessary to teach learners with special needs and diverse cultural backgrounds.
5. Ability to organize and manage a classroom on the basis of research, best practice, expert opinion, personal attributes and student learning needs.
6. Development of skills in pedagogical analysis including the identification of problems confronting classroom teachers, formulation of solutions for resolution of problems, implementation of solutions, and examination of the effect of classroom interventions on student learning.
7. Development of an appropriate and usable repertoire of teaching strategies and techniques.
8. Appropriate use of a variety of approaches to assess instructional outcomes.
9. Use of technology including computers and media for classroom and professional needs.
10. Knowledge and skills necessary to incorporate reading, writing and thinking in content area instruction.
11. Skills and abilities essential to instructional leadership.

The M.A.T. program follows a sequence of courses which includes research, technology, foundations of education, methods and strategies of teaching, understanding and meeting the diverse needs of students, and field experiences.

The following courses are required for the M.A.T.:

		Credits
EMAT 501	Development and Learning Applied to Teaching	3
EMAT 502	Social and Philosophical Foundations of Contemporary Education	3
EMAT 503	Principles of Curriculum and Instruction	3
EMAT 505	Methods of Teaching and Assessment	3
EMAT 506	Inclusive Teaching for Diverse Populations	3
EMAT 515	Research and Technology	3
EMAT 5XX	*Reading Methods in Secondary Schools Part I	3
EMAT 5XX	*Reading Methods in Secondary Schools Part II	3
EMAT 507	Internship I	3
EMAT 509	Internship II	3
EMAT 511	Internship Seminar	3
EMAT 512	Classroom Management: Theory and Practice	3

* which methods course is taken depends upon the specified content area:

EMAT 514	Secondary School Physical Education	3
EMAT 516	Elementary School Physical Education	3
EMAT 517	Teaching Music and Reading in the Elementary School	3
EMAT 518/520	Math and Reading Methods in Secondary Schools Part I/II	3
EMAT 519	Teaching Music and Reading in the Secondary School	3
EMAT 527/529	Science and Reading Methods in Secondary Schools Part I/II	3
EMAT 526/528	English and Reading Methods in Secondary Schools Part I/II	3
EMAT 530/532	Social Studies and Reading in Secondary Schools Part I/II	3
EMAT 531/533	Foreign Languages and Reading in Secondary Schools Part I/II	3

NOTE: Students who have not met the Maryland reading outcomes through their methods course will be expected to make arrangements to meet this requirement.

Each candidate is expected to develop an approved plan of study for completion of necessary content area coursework as well as the M.A.T. program. Accordingly, it is essential that each student and advisor meet to clarify the specific requirements for individual candidates as well as the overall course of study.

Registration for Courses

Option I M.A.T. candidates take courses on the campuses of both Salisbury University and the University of Maryland Eastern Shore. SU students register for all courses through SU's Office of the Registrar. When courses are offered at UMES, students register using the interinstitutional registration form. Procedures and forms for using interinstitutional registration are available from the Office of the Registrar.

Option II M.A.T. candidates follow the SU registration procedures.

MASTER OF EDUCATION CURRICULUM AND INSTRUCTION

Department of Education Specialties

Dr. Laura Marasco, Program Director
410-546-6012

The Master of Education (M.Ed.) is a professional degree designed for candidates seeking advanced preparation in the education professions. The curriculum includes fundamental, theoretical and practical experiences within specific areas of study. The M.Ed. program promotes continuing professional development and life-long learning for teachers and educational leaders. This is consistent with the recognition that capable and caring educators are necessary for students at all ages, ranging from the very young through adulthood. General objectives are as follows:

1. Provide candidates an opportunity for personal and professional growth through graduate study.
2. Provide classroom teachers and educational specialists opportunities to develop and improve competencies in their specific disciplines.
3. Provide educators with opportunities for additional preparation needed for professional development and career advancement.

Admission

Candidates who indicate on their initial Application for Graduate Program Admission form that they wish to pursue the Master of Education (M.Ed.) will be assigned an advisor in the Department of Education Specialties and receive M.Ed. application materials. Admission to the M.Ed. at SU requires an application for graduate program admission; the application fee; official transcript from all colleges and universities attended; if applying for in-state tuition, a Residency/Domicile Information Form; and the following additional application documents and requirements specified by the Department of Education Specialties:

A. Submit a written description of the reasons for pursuing graduate study in education and a statement of career goals within the discipline.

B. Submit two letters of recommendation supporting the ability to succeed in graduate study.

C. Complete and submit a plan of study approved and signed by the student's assigned advisor.

D. Possess either an undergraduate cumulative grade point average of 2.75 or a previously completed master's degree from a regionally accredited institution of higher learning.

The Application for Graduate Program Admission, transcripts from all colleges and universities attended, and the Residency/Domicile Information form (if applying for in-state tuition as a Maryland resident) should be submitted to the Admissions Office. Once the application and all transcripts arrive in the Admissions Office, the application file will be forwarded to the graduate education program. The documents and requirements specified by the Department of Education Specialties should be sent to the graduate education program director. Following the review of these materials, the program director formally notifies candidates of admission or denial to the program.

Although candidates may register for some courses after initial acceptance for graduate study, they are expected to complete the process for full admission into the M.Ed. program, including the development of a program of study, prior to the completion of the first nine credits in the program. A maximum of nine hours of credit earned at Salisbury University prior to full admission to the M.Ed. program may be applicable toward requirements for the degree, provided such credits are appropriate for the degree program.

Questions regarding the applicability of courses taken as a non-degree graduate student will be resolved by the Department of Education Specialties graduate program director.

Provisional Admission

Candidates who have submitted all application materials but have not obtained a 2.75 cumulative grade point average upon completion of the baccalaureate degree may be admitted to an M.Ed. program on a provisional basis. Provisionally admitted candidates must complete nine credit hours of graduate study at Salisbury University with no grade below B.

Upon successful completion of nine credit hours, candidates may apply for full admission to the M.Ed. program. Following review of the application materials, the program director formally notifies candidates of admission or denial of admission.

Candidates who do not meet the provisional admission requirement of achieving nine credit hours with grades of B or above are not eligible to apply for admission to the M.Ed. program.

To assist candidates who are provisionally admitted, an advisor will be assigned. Candidates are expected to meet with their advisors to clarify program requirements and to assure that courses for which they register will be appropriate for the degree program.

Program of Study

Prior to admission to the M.Ed. program and registration for courses, it is the candidate's responsibility to become familiar with program requirements and to confer with the assigned faculty advisor to develop programs of study. The program of study identifies core courses, courses in the specific tracks the candidate will follow, recommended electives and the intended capstone experience. Advisors must approve candidates' programs of study. Program changes must also be approved by advisors.

Course Requirements

Candidates seeking the M.Ed. at Salisbury University complete an approved program of study including at least 33 semester hours of graduate credit (a minimum of 24 hours completed at SU) with a cumulative grade point average of 3.0 or higher, with no grade lower than C, and no more than six credit hours of C or C+ in their program.

The M.Ed. program consists of nine hours of core courses, 12 hours of study in a specific track, six to nine hours of electives and three to six hours in a capstone experience.

Specific electives are approved for each track. Accordingly, candidates consult with their advisors to determine appropriate electives for their area of study. When appropriate to the area of study, electives may be chosen from education courses, special topics courses or from graduate courses offered in programs outside of education.

The M.Ed. program culminates with a capstone experience selected from advanced seminars, internships, thesis research or practicum courses. Each track allows choices for the capstone experience and advisors provide this information. Candidates plan an appropriate capstone experience in consultation with their advisor. Candidates who elect the thesis research option enroll in EDUC 630: Directed Research (thesis), and submit the completed project to the project director. Candidates must also satisfactorily complete an oral examination on the project to be scheduled through the faculty advisor after completion of the project.

National Board Certification Credit

Salisbury University recognizes the significant intellectual and practical accomplishments represented by successful completion of the National Board of Professional Teaching Standards (NBPTS) certification process. Consistent with this recognition, and with the recommendation by the American Council on Education, teachers who have completed the NBPTS process can petition for graduate credit to be applied as elective transfer credit in their Master of Education program. Teachers who have completed the NBPTS process and have achieved certification may petition for six hours of graduate credit. Those who have completed the process without certification may petition for three hours of graduate credit. Credit for completion of the NBPTS process with or without certification requires a valid transcript. While a student may petition for credit, the graduate program director, in consultation with the student's advisor, will make the final determination of appropriate credit with respect to a particular student's program.

Core Courses

The curriculum is planned to emphasize teaching and learning within a context of research, scholarship and practice. Core courses establish this foundation and help meet the following objectives:

1. Encourage a spirit of inquiry that will enable candidates to design and interpret research.
2. Assist candidates in developing a theoretical background to learning and instruction.
3. Provide candidates with the knowledge and skills necessary to assess, plan, develop, implement and evaluate curriculum.

Required core courses are as follows:

		Credits
EDUC 502	Introduction to Research	3
EDUC 545	Learning and Instruction	3
EDLD 514	Aligning Curriculum, Instruction and Assessment	3

Students are required to complete EDUC 502: Introduction to Research within the first nine credit hours of study in the M.Ed. program.

Tracks

In addition to completing the core courses, M.Ed. students select areas of study from among the following: early childhood education, elementary education, middle/secondary education (with an emphasis in a specific content area or as a generalist) post-secondary education and teaching and learning with technology. Available courses and additional information concerning each track follows:

Early Childhood Education Track

1. Complete the following 12 credits:

		Credits
EDUC 533	Foundations of Early Childhood Education	3
EDUC 634	Early Education Curriculum Development	3
EDUC 636	Creativity in Early Childhood Education	3
EDUC 638	Language Development in Early Childhood	3

2. Choose two or three electives from the following:

		Credits
EDUC 503	Classroom Management	3
EDUC 504	Multicultural Education	3
EDUC 508	Seminar: Research in Human Development	3
EDUC 510	Seminar: Recent Issues in Education	3
EDUC 571	Telecommunications in Education	3
EDUC 579	Trends in Elementary Literacy Education	3
EDUC 585	Technology Tools for Teaching and Learning	3
EDUC 587	Cooperative Learning	3
EDUC 588	Seminar: Educating Individuals with Disabilities	3
EDUC 590	Seminar in Education	3
EDUC 689	Multimedia in the Constructivist Classroom	3
EDUC 691	Independent Study	3

3. Choose one of the following capstone experiences:

		Credits
EDUC 630	Directed Research (thesis)	3-6
EDUC 695	Research Seminar	3

Elementary Education Track

1. Complete the following specialization track (total of 12 credit hours):

Complete the following required course:

		Credits
EDUC 632	Classroom Assessment	3

Choose one of the following courses:

		Credits
EDUC 571	Telecommunications in Education	3
EDUC 689	Multimedia in the Constructivist Classroom	3

Choose two courses from the following:

		Credits
EDUC 579	Trends in Elementary Literacy Education	3
EDUC 580	Trends in Mathematics and Science Education in the Elementary School	3
EDUC 581	Trends in Social Studies Education in the Elementary School	3
EDUC 587	Cooperative Learning	3

2. Choose two or three elective courses from the following:

		Credits
EDUC 503	Classroom Management	3
EDUC 504	Multicultural Education	3
EDUC 500	Historical and Social Foundation of Education	3
EDUC 506	Seminar in Teaching of Mathematics	3
EDUC 508	Seminar: Research in Human Development	3
EDUC 510	Seminar: Recent Issues in Education	3
EDUC 512	Seminar in Teaching Social Studies	3
EDUC 513	Seminar in Teaching Science	3
EDUC 533	Foundations of Early Childhood Education	3
EDUC 571	Telecommunications in Education	3
EDUC 572	Processes and Acquisition of Reading	3
EDUC 573	Assessment for Reading Instruction	3
EDUC 574	Materials for Teaching Reading	3
EDUC 575	Instruction of Reading	3
EDUC 584	Group Dynamics in a Classroom Setting	3
EDUC 585	Technology Tools for Teaching and Learning	3
EDUC 586	Conflict Resolution	3
EDUC 588	Education Individuals with Disabilities	3
EDUC 590	Seminar in Education	3
EDUC 619	School Law and Public Education	3
EDUC 634	Early Childhood Curriculum and Assessment	3
EDUC 689	Multimedia in the Constructivist Classroom	3
EDUC 691	Independent Study	3
REED 515	Written and Oral Language Development	3
REED 520	Literature for Children and Adolescents	3

3. Choose one of the following capstone experiences:

		Credits
EDUC 630	Directed Research (thesis)	3-6
EDUC 695	Research Seminar	3

Middle/Secondary Education Track

1. Complete the specialization track by completing the following:

Choose a subject area focus by completing nine graduate credits in a single content area, which may include courses from other departments and no more than one content area seminar from:

		Credits
EDUC 506	Seminar in Teaching of Mathematics	3
EDUC 512	Seminar in the Teaching of Social Studies	3
EDUC 513	Seminar in the Teaching of Science	3
EDUC 578	Seminar in Teaching Secondary English	3

and complete one of the following specialization courses:

		Credits
EDUC 571	Telecommunications in Education	3
EDUC 582	Teaching Reading in Content Areas: Part I	3
EDUC 587	Cooperative Learning	3
EDUC 632	Classroom Assessment	3
EDUC 689	Multimedia in the Constructivist Classroom	3

Choose a generalist focus by completing 12 credits from a combination of content area courses from other departments (no more than six hours in a single area), content area seminars and specialization courses listed previously.

2. Choose 9-12 credits from the following approved electives:

		Credits
EDUC 500	Historical and Social Foundations of Education	3
EDUC 503	Classroom Management	3
EDUC 504	Multicultural Education	3
EDUC 508	Seminar: Research in Human Development	3
EDUC 510	Seminar: Recent Issues in Education	3
EDUC 571	Telecommunications in Education	3
EDUC 572	Processes and Acquisition of Reading	3
EDUC 573	Assessment for Reading Instruction	3
EDUC 574	Materials for Teaching Reading	3
EDUC 575	Instruction of Reading	3
EDUC 578	Seminar: Teaching Secondary English	3
EDUC 582	Teaching Reading in the Content Areas: Part I	3
EDUC 583	Teaching Reading in the Content Areas: Part II	3
EDUC 584	Group Dynamics	3
EDUC 585	Technology Tools for Teaching and Learning	3
EDUC 586	Conflict Resolution	3
EDUC 587	Cooperative Learning	3
EDUC 588	Seminar: Educating Individuals with Disabilities	3
EDUC 590	Seminar in Education	3
EDUC 619	School Law and Public Education	3
EDUC 632	Classroom Assessment	3
EDUC 689	Multimedia in the Constructivist Classroom	3
EDUC 691	Independent Study	3
REED 515	Written and Oral Language Development	3
REED 520	Literature for Children and Adolescents	3

3. Complete capstone experience, choose 3-6 credits from the following:

		Credits
EDUC 630	Directed Research (thesis)	3-6
EDUC 695	Research Seminar	3

Post-Secondary Education Track

1. Complete the specialization track by completing the 9-12 credits from the following:

		Credits
EDUC 563	Teaching Adults	3
or		
EDUC 560	College Teaching	3
EDUC 561	Issues and Trends in Post-Secondary Education	3
or		
EDUC 562	College Student Development Theories	3
EDUC 567	Collaborative Teaching and Mentoring	3
EDUC 587	Cooperative Learning	3
or		
EDUC 619	School Law and Public Education	3
or		
EDUC 632	Classroom Assessment	3
XXXX XXX	Graduate Content Area Course	3

2. Complete 9-12 credits of the following approved electives:

		Credits
EDUC 500	Historical and Social Foundations	3
EDUC 504	Multicultural Education	3
EDUC 506	Seminar in Teaching of Mathematics	3
EDUC 508	Seminar: Research in Human Development	3
EDUC 510	Seminar: Recent Issues in Education	3
EDUC 512	Seminar in the Teaching of Social Studies	3
EDUC 513	Seminar in the Teaching of Science	3
EDUC 571	Telecommunications in Education	3
EDUC 585	Technology Tools for Teaching and Learning	3
EDUC 586	Conflict Resolution and Peer Mediation	3
EDUC 587	Cooperative Learning	3
EDUC 588	Seminar: Educating the Individual With Disabilities	3
EDUC 590	Seminar in Education	3
EDUC 619	School Law and Public Education	3
EDUC 632	Classroom Assessment	3
EDUC 689	Multimedia in the Constructivist Classroom	3
EDUC 691	Independent Study	3
XXXX XXX	A graduate course in education or another discipline central to the program of study	3

3. Choose one of the following capstone experiences:

		Credits
EDUC 630	Directed Research (thesis)	3-6
EDUC 665	Internship in Post-Secondary Education	3
EDUC 695	Research Seminar	3

Teaching and Learning with Technology Track

This track is designed for professionals seeking a masters degree in education with an emphasis in technology. This degree does not lead to teacher certification in technology.

1. Complete the following 15 credits:

		Credits
EDUC 570	Current Issues in Educational Technology	3
EDUC 571	Telecommunications in Education	3
EDUC 585	Technology Tools	3
or		
EDUC 592	Special Topics in Technology	3
EDUC 689	Multimedia in the Constructivist Classroom	3
EDUC 694	Technology for School Improvement	3

2. Choose two electives from the following:

		Credits
EDUC 503	Classroom Management	3
EDUC 504	Multicultural Education	3
EDUC 506	Seminar in the Teaching of Mathematics	3
EDUC 510	Seminar: Recent Issues in Education	3
EDUC 512	Seminar in the Teaching of Social Studies	3
EDUC 513	Seminar in the Teaching of Science	
EDUC 533	Foundations of Early Childhood Education	3
EDUC 563	Theory and Practice of Teaching Adults	3
EDUC 572	Processes and Acquisition of Reading	3
EDUC 573	Assessment for Reading Instruction	3
EDUC 574	Materials for Teaching Reading	3
EDUC 575	Instruction of Reading	3
EDUC 578	Seminar in Teaching Secondary English	3
EDUC 579	Trends in Elementary Literacy Education	3
EDUC 580	Trends in Math and Science Education in Elementary School	3
EDUC 581	Trends in Social Studies Education in Elementary School	3
EDUC 582	Reading in Content Areas I	3
EDUC 583	Reading in Content Areas II	3
EDUC 584	Group Dynamics	3
EDUC 586	Conflict Resolution and Peer Mediation	3
EDUC 587	Cooperative Learning	3
EDUC 588	Seminar: Education of Individuals with Disabilities	3
EDUC 590	Seminar in Education	3
EDUC 592	Special Topics in Technology	3
EDUC 593	Network Systems for Educators	3
EDUC 632	Classroom Assessment	3
EDUC 634	Early Childhood Curriculum and Assessment	3
EDUC 691	Independent Study	3
XXXX XXX	Content area courses	

3. Complete the following capstone experience:

		Credits
EDUC 695	Research Seminar	3

4. Complete the following program requirements:
   Programmatic Portfolio
   Technology Action Research Project to be completed in EDUC 695

Post-Baccalaureate Certificate In Teaching/Learning with Technology

The Post-Baccalaureate Certificate is a professional certificate designed for K-12 school personnel seeking advanced study in technology integration for teaching and learning, but not interested in pursuing a full master's program. The curriculum includes fundamental technical skills as well as theoretical and practical experiences for using technology to facilitate teaching and improve student achievement. The certificate promotes continuing professional development and life-long learning for teachers and educational leaders. The certificate is designed for professionals seeking a systematic course of study in educational technology for professional development and advancement. The certificate does not lead to teacher certification in technology. General objectives are as follows:

- demonstrate understanding of technology operations and concepts
- plan and design effective learning environments and experiences supported by technology
- implement curriculum plans that include methods and strategies for applying technology to maximize student learning
- apply technology to facilitate a variety of effective assessment and evaluation strategies
- use technology to enhance their productivity and professional practice
- understand the social, ethical, legal and human issues surrounding the use of technology in K-12 schools and apply that understanding in practice.

▸ Admission to Certificate Program

Applicants must have a bachelor's or higher degree in education or in a related field, hold a teaching certificate and possess basic computer skills in word processing, spreadsheets, e-mail and Web page creation.

Candidates who indicate on their initial application that they wish to pursue the certificate are assigned an advisor in the Education Specialties Department and receive certificate application materials. To be eligible for admission as a candidate to the certificate, prospective candidates must fulfill the following requirements:

1. Submit an application for admission including a written description of the reasons for pursuing the certificate and a statement of career goals within the discipline.
2. Obtain two recommendations supporting ability to succeed in graduate study.
3. Complete and submit a plan of study approved and signed by the student's assigned advisor.
4. Possess either an undergraduate cumulative grade point average of 2.75 or a previously completed master's degree from a regionally accredited institution of higher learning.

The Application for Graduate Program Admission, transcripts from all colleges and universities attended, and the Residency/Domicile Information form (if applying for in-state tuition as a Maryland resident) should be submitted to the Office of Admissions. Once the application and all transcripts arrive in the Admissions Office, the application file will be forwarded to the graduate education program. The documents and requirements specified by the Education Specialties Department should be sent to the graduate Education Specialties Department program director. Following review of materials, the program director formally notifies candidates of admission or denial of admission to the program.

Although candidates may register for some courses after initial acceptance to SU, they are expected to complete the process for full admission into the certificate program, including the development of a program of study, prior to the completion of the first semester in the program.

Questions regarding the applicability of courses taken as a non-degree graduate student will be resolved by the Department of Education Specialties graduate program director.

▸ Provisional Admission

Candidates who have submitted all application materials, but have not obtained a 2.75 cumulative grade point average upon completion of the baccalaureate degree may be admitted on a provisional basis to the certificate program. Provisionally admitted candidates must complete six credit hours of graduate study at Salisbury University with no grade below B.

Upon successful completion of six credit hours, candidates may apply for full admission to the certificate program. Following review of the application materials, the program director formally notifies candidates of admission or denial of admission to the program.

Candidates who do not meet the provisional admission requirement of achieving six credit hours with grades of B or above are not eligible to apply for admission to the certificate program.

To assist candidates who are provisionally admitted, an advisor will be assigned. Candidates are expected to meet with their advisor to clarify program requirements and to assure that courses for which they register will be appropriate for the program.

▸ Program of Study

Prior to admission to the certificate program and registration for courses, it is the candidate's responsibility to become familiar with program requirements and confer with the assigned faculty advisor to develop a program of study.

▸ Course Requirements

Candidates seeking the Post-Baccalaureate Certificate in Teaching and Learning with Technology at SU complete an approved program of study including 15 semester hours of graduate credit with a cumulative grade point average of 3.0 or higher, with no grade lower than C, and no more than six credit hours of C or C+ in their program.

Courses taken to complete the Post-Baccalaureate Certificate in Teaching and Learning with Technology are:

		Credits
EDUC 570	Current Issues in Educational Technology	3
EDUC 571	Telecommunications in Education	3
EDUC 592	Special Topics in Technology	3
EDUC 689	Multimedia in the Constructivist Classroom	3
EDUC 694	Technology for School Improvement	3

POST-BACCALAUREATE CERTIFICATE IN MIDDLE SCHOOL MATHEMATICS

The Certificate in Middle School Mathematics (C.M.S.M.) is a certificate in middle-school mathematics. This certificate is designed for school personnel seeking advanced study in mathematics content appropriate for teaching mathematics at the middle-school level.

For admission to the certificate program, candidates must possess a bachelor's degree with a 2.75 minimum grade point average in undergraduate work, or possess a higher degree, and hold a teaching certificate in a specified subject area. For admission consideration, students must submit the following documentation: To the Admissions Office, an application, application fee and official transcripts from every college and university attended; To the Department of Mathematics and Computer Science, two letters of recommendation supporting the ability to succeed in graduate study, and a completed plan of study signed by a program advisor.

Note: This certificate is not a teaching certificate. The award of this certificate does not carry certification to teach.

Course Requirements

Candidates seeking the C.M.S.M. must complete at least four of the following courses:

		Credits
MATH 501	Number Theory from a Historical Perspective	3
MATH 503	Data Analysis	3
MATH 510	Mathematical Reasoning	3
MATH 520	Middle School Mathematics in a Teaching Context with Instructional Technology	3
MATH 541	Conceptual Algebra for Teachers	3
MATH 555	The Cartesian Triad: Algebra, Geometry and Coordinates in the Plane	3
MATH 565	Mathematical Modeling for Middle School Teachers	3
MATH 566	Geometry: From Euclid to Modern Day	3

MASTER OF EDUCATION READING SPECIALIST

Department of Education Specialties

Dr. Patricia Richards, Program Director
410-543-6379

The Master of Education Reading Specialist Program is a professional degree and certification program designed to prepare reading educators in instructional and leadership capacities for K-12 school settings. Theory and practice are complimentary throughout program course work. Students who complete the M.Ed. Reading Specialist Program are eligible for MSDE reading specialist certification.

The Reading Specialist Program is aligned with national standards for the preparation of reading professionals, as established by the International Reading Association and NCATE. It also reflects principles of Maryland's Redesign for Teacher Education. The curriculum promotes understanding of the relationship of all productive and receptive language processes in literacy development, as well as the factors that may disrupt that development. Through research and study, candidates become familiar with the knowledge base of the reading field. This knowledge is extended through action research projects in real classroom settings.

An essential element of the Reading Specialist Program is preparation to assess the literacy needs of individuals of all ages and to design appropriate instructional programs. Clinical practica with individuals and small groups provide hands-on experience under the supervision of experienced reading professionals. Toward the end of their program, candidates also have opportunities to supervise the reading instruction of paraprofessionals and pre-service teachers.

Reading specialists are instructional leaders and advocates for literacy. Experiences with curriculum development and reading program organization are provided through course work. Candidates will have opportunities to prepare professional presentations and publications, and to take leadership roles in community literacy activities and political advocacy.

General objectives of the Master of Education Reading Specialist Program are for candidates to:

1. develop knowledge of a theoretical base for language acquisition, given a variety of conditions and situations;
2. develop knowledge of a theoretical base for the interaction of all language processes in literacy development;
3. develop knowledge of a theoretical base and practical application for reading instruction at all developmental levels;
4. develop understanding of the nature and causes of reading difficulties;
5. develop ability to base literacy instruction on assessment findings from a range of instruments and strategies;
6. develop knowledge and ability to organize and enhance a reading program; and
7. participate in professional development activities at local, state, and national levels.

▸ Admission

Candidates for the M.Ed. Reading Specialist Program must submit the Application for Graduate Program Admission, the application fee, official transcripts from all colleges and universities attended, and the Residency/Domicile Information form (if applying for in-state tuition as a Maryland resident) and the following additional application documents requirements of the Reading Specialist Program.

1. submit an application for admission, including two recommendations from qualified individuals who support the candidate's ability for graduate study in reading;
2. possess an undergraduate GPA of 2.75 or higher;
3. possess a current elementary, secondary, or K-12 teaching certificate;
4. Meet with an advisor in the Education Specialties Department to discuss the program of study.

The Application for Graduate Program Admission, transcripts from all colleges and universities attended, and the Residency/Domicile Information form (if applying for in-state tuition as a Maryland resident) should be submitted to the Office of Admissions. Once the application and all transcripts arrive in the Admissions Office, the application file will be forwarded to the graduate education program. The documents and requirements specified by the Education Specialties Department should be sent to the graduate program coordinator. Following the review of these materials, the program coordinator formally notifies the candidate of admission or denial of admission to the program.

▸ Course Requirements

Candidates seeking the M.Ed. Reading Specialist Degree complete an approved program of study including at least 33 semester hours of graduate credit with a cumulative grade point average of 3.0 or higher (a minimum of 24 hours completed at SU), with no grade lower than C, and no more than six credit hours of C or C+ in the program.

The M.Ed. Reading Specialist is a Maryland State Department of Education-approved program. Candidates who complete the M.Ed. Reading Specialist Program and who meet the requirement of 27 months of satisfactory teaching performance will be eligible for the Reading Specialist certificate. However, it is the responsibility of the candidate to understand and fulfill all state requirements and to make application to the state for certification. Candidates in states other than Maryland should consult with their state Department of Education to determine specific certification requirements.

Also, candidates are expected to complete a professional portfolio throughout the program, demonstrating their achievement of all required competencies. The portfolio should contain artifacts demonstrating the knowledge, skills, and attitudes of reading professionals, as well as reflective analysis of those artifacts and the learning experiences that led to their development. Portfolio requirements are presented in REED 500, and the portfolio is presented by the candidate in REED 620. Portfolio development occurs throughout all courses in the M.Ed. Reading Specialist Program. These courses are as follows:

		Credits
REED 500	Research in Reading Education	3
REED 515	Written and Oral Language Development	3
REED 516	Foundations of Reading: Elementary	3
REED 517	Foundations of Reading: Secondary	3
REED 518	Diversity and Literacy	3
REED 520	Literature for Children and Adolescents	3
REED 610	Assessment of Literacy Development	3
REED 611	Clinical Practicum I	3
REED 612	Clinical Practicum II	3
REED 614	Leadership for Reading Programs	3
REED 620	Research Seminar in Reading	3

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

Department of Education Specialties

Dr. Theodore R. Gilkey, Program Director
410-677-5063

The Master of Education (M.Ed.) in Educational Leadership Program is a professional degree program designed to prepare educational leaders. The curriculum emphasizes both theory and practice in the preparation of administrators and supervisors.

Salisbury University's program is based upon a carefully planned knowledge base and a well-defined philosophy. Graduates of this program should possess the vision, knowledge and skills necessary to promote excellence and high achievement in the schools. Graduates should be informed practitioners, possessing a full understanding of the theories that guide practice in school administration. Most importantly, they should demonstrate competence and skill as they apply knowledge to practice in educational organizations. Our graduates should respect the individual worth of all persons and appreciate the role of education in society.

Candidates in the M.Ed. in Educational Leadership Program have the opportunity to read, study and discuss a wide range of theories and ideas related to school administration. They have many opportunities to explore ideas through research and study, as well as actual and simulated experiences in practicing the skills of school administration. They should be actively involved in acquiring an understanding of the theories and practice of educational administration through a variety of teaching and learning experiences.

The role of the University in preparing educational leaders extends beyond the boundaries of the campus. The University reaches out to the community to establish positive working relationships with other educational organizations. Cooperation between the University and the schools is essential as candidates are prepared as school administrators. Finally, an ongoing association between the University and its graduates is essential as we work to meet the present and future needs of education in our community.

Objectives of the program are as follows:

1. Provide educators opportunities for professional development and to extend their knowledge and skills into the realms of leadership in curriculum, instruction and decision-making as well as the management of resources.

2. Provide training for potential school administrators and supervisors that will emphasize the development of skillful professional performance.
3. Provide academic preparation for candidates who seek certification in school administration or supervision and/or career advancement.
4. Provide educational leaders with skills in the use of technology to make and implement informed decisions.
5. Provide an opportunity for candidates to learn within the environment of an educational cohort that will encourage collegiality and professional cooperation.

▸ Admission

Admission to the Master of Education in Educational Leadership Program at SU requires an application for graduate program admission; the application fee; official transcript from all colleges and universities attended; if applying for in-state tuition, a Residency/Domicile Information Form; and the following additional application documents and requirements specified by the Education Specialties Department:

A. Submit two letters of recommendation from qualified individuals who support the candidate's ability for graduate study in educational administration and supervision.

B. Provide evidence of at least two years (18 months) of satisfactory teaching performance.

C. Possess an undergraduate grade point average of 2.75.

D. Meet with a faculty member in the M.Ed. in Educational Leadership Program to discuss professional goals and career objectives.

▸ Provisional Admission

Candidates who do not meet the minimum requirements may be admitted on a provisional basis as space is available.

▸ Program of Study

Following admission to the M.Ed. in Educational Leadership Program, and prior to registration for classes, students are expected to become familiar with program requirements and to confer with the assigned faculty advisor to develop a plan of study.

▸ Course Requirements

Candidates in the M.Ed. in Educational Leadership Program complete an approved program of study including at least 33 semester hours of graduate credit (a minimum of 24 hours completed at SU) with a cumulative average of 3.0 or higher, with no grade lower than C, and no more than six credit hours of C or C+ in the program.

The M.Ed. in Educational Leadership Program is an NCATE and Maryland State Department of Education-approved program leading to the Administrator I certificate. Candidates who complete the M.Ed. in educational leadership and who meet the requirement of 27 months of satisfactory teaching performance will be eligible for the Administrator I certificate. However, it is the responsibility of the candidate to understand and fulfill all state requirements and to make application to the state for certification. Candidates in states other than Maryland should consult with their state Department of Education to determine specific certification requirements.

Candidates in the M.Ed. in educational leadership cohort take courses in the following sequence:

		Credits
EDLD 510	Educational Leadership and Technology	3
EDLD 512	Educational Research and Educational Leadership	3
EDLD 514	Aligning Curriculum, Instruction and Assessment	3
EDLD 516	P-12 School Administration	3
EDLD 517	Supervision to Improve Instruction	3
EDLD 550	Leadership and Change	3
EDLD 552	Diversity and Group Dynamics in Educational Leadership	3
EDLD 555	Public School Fiscal and Human Resource Management	3
EDLD 656	Educational Leadership Internship/Issues Analysis	6
EDUC 619	The Law and Public Education	3

▸ Entrance into Educational Leadership Internship

Prior to enrolling in EDLD 656: Educational Leadership/Issues Analysis each candidate must complete all prerequisite courses with an overall grade point average of 3.0 or better and successfully earn a passing grade on each of the four questions on the Comprehensive Qualifying Exam. In the event that a candidate does not pass each individual question upon his or her first attempt at taking the Comprehensive Qualifying Exam, the candidate may re-take unsuccessful question areas a second time.

▸ School Leaders Licensure Assessment

Each candidate must take the School Leaders Licensure Assessment and report his or her score to Salisbury University prior to program completion. It is recommended that candidates take the exam prior to the completion of EDLD 656.

All work toward the Master of Education in educational leadership must be completed within seven calendar years from the end of the semester or summer tern in which such work began. Students must maintain a GPA of 3.0. Reporting of the School Leaders Licensure Assessment is required prior to the completion of the Master of Education Program.

Satisfactory completion of this program and 27 months of satisfactory teaching experience are required for eligibility for Maryland Administrator I certification. Certification regulations may be changed by the State of Maryland.

MASTER OF SCIENCE IN MATHEMATICS EDUCATION

Department of Mathematics and Computer Science and Department of Education Specialties

Dr. Donald C. Cathcart, Program Director
410-677-5381
Dr. Randall E. Groth, Department of Education Specialties Liaison
410-677-5061

The Master of Science in Mathematics Education (M.S.M.E.) is a professional degree offered cooperatively by the Department of Education Specialties and the Department of Mathematics and Computer Science. The program is designed for candidates seeking advanced preparation in the teaching of mathematics in the middle and secondary schools. The curriculum includes fundamental, theoretical and practical experiences within mathematics and education. The M.S.M.E. program promotes continuing professional development and lifelong learning for teachers and mathematics education leaders. This is consistent with the recognition that capable and confident mathematics educators are necessary for all levels of mathematics instruction.

General objectives are as follows:

1. Provide candidates with an opportunity for personal and professional growth through graduate study in mathematics and in education.
2. Provide mathematics classroom teachers and mathematics educational specialists with an opportunity to develop and improve competencies in mathematics and mathematics education.
3. Provide mathematics educators with an opportunity for additional preparation needed for professional development and career advancement.

▸ Admission

Candidates who indicate on their application for graduate program admission form that they wish to pursue the Master of Science in Mathematics Education (M.S.M.E.) will be assigned an advisor in the Mathematics and Computer Science Department and an advisor in the Department of Education Specialties and will receive M.S.M.E. application materials. Admission to the M.S.M.E. at SU requires an application for graduate program admission, the application fee, official transcripts from all colleges and universities attended; and the Residency/Domicile Information form (if applying for in-state tuition as a Maryland resident) be submitted to the Office of Admissions. The following additional application documents and requirements specified by the two collaborating departments must be sent to the Department of Mathematics and Computer Science:

1. Submit a written description of the reasons for pursuing graduate study in mathematics education and a statement of career goals within the discipline.
2. Submit two letters of recommendation supporting the ability to succeed in graduate study.
3. Complete and submit a plan of study signed and approved by the advisor.
4. Possess an undergraduate cumulative GPA of 2.75 or a previously completed master's degree from a regionally accredited institution of higher learning.

Following the review of these materials, the program director formally notifies candidates of admission or denial into the program.

Questions regarding the applicability of courses taken as a non-degree graduate student will be resolved by the two collaborating departments' graduate program directors.

▸ Provisional Admission

Candidates who have submitted all application materials but have not obtained a 2.75 cumulative grade point average upon the completion of baccalaureate degree may be admitted on a provisional basis. Provisionally admitted candidates must complete nine credit hours of graduate study at SU with no grade below B.

Upon successful completion of nine credit hours candidates may apply for full admission to the M.S.M.E. program. Following the review of application materials, the program director formally notifies candidates of admission or denial into the program.

Candidates who do not meet the provisional admission of achieving nine credit hours with grades of B or above are not eligible to apply for admission into the M.S.M.E. program.

To assist candidates who are provisionally admitted, an advisor will be assigned. Candidates are expected to meet with their advisors to clarify program requirements and to assure that courses for which they register will be appropriate for their programs of study.

▸ Program of Study

Prior to admission to the M.S.M.E. program and registration for courses, it is the candidates responsibility to become familiar with the program requirements and to confer with assigned faculty advisors to develop programs of study. The program of study identifies core courses, courses in the specific tracks the candidate will follow, recommended electives and the intended capstone experience. Advisors must approve candidates' programs of study. Program changes must also be approved by advisors.

▸ Course Requirements

Candidates seeking the M.S.M.E. at Salisbury University must complete an approved program of study including at least 33 semester hours of graduate credit (a minimum of 24 hours completed at SU) with a cumulative GPA of 3.0 or higher, with no grade lower than a C, and no more than six credit hours of C or C+.

The M.S.M.E. program consists of 12 semester hours of education courses, 12 hours of mathematics courses in either the Middle School Track or High School Track, six hours of electives and three hours in a capstone experience.

▸ Education Courses (12 semester hours)

The curriculum is planned to emphasize mathematical teaching and learning within a context of research, scholarship and practice. Required courses are:

		Credits
EDLD 514	Aligning Curriculum, Instruction and Assessment	3
EDUC 502	Introduction to Research	3
EDUC 545	Learning and Instruction	3
EDUC 506	Seminar in Teaching Mathematics	3

▸ Tracks

In addition to completing the courses in education, M.S.M.E. students select either the Middle School Track or the High School Track. The candidate must complete the required mathematics courses for the tracks chosen. The required courses in both tracks are linked to the core learning goals in algebra, geometry and data analysis.

Middle School Track

(12 semester hours required)
Complete the following:

		Credits
MATH 545	Conceptual Algebra for Teachers	3
or		
MATH 555	The Cartesian Triad (departmental approval required)	3
and		
MATH 566	Geometry: From Euclid to Modern Day	3
MATH 503	Data Analysis	3
and		
MATH 501	Number Theory from a Multicultural and Historical Perspective	3
or		
MATH 565	Mathematical Modeling for Middle School Teachers	3

High School Track

(12 semester hours required)
Complete all of the following:

		Credits
MATH 507	Seminar: Algebra	3
MATH 508	Seminar: Geometry	3
MATH 500	Foundations of Number Theory	3
MATH 502	Applied Statistics	3

▸ Electives (6 semester hours)

The two elective courses may be taken from the graduate offerings in education, mathematics or science. See graduate advisors for recommended electives for each track. Recommended electives are listed on the checklist for the program.

▸ Capstone Courses (3 semester hours)

All candidates for the M.S.M.E. will complete a capstone experience.

		Credits
EDUC 695	Research Seminar	3

MASTER OF SOCIAL WORK

Department of Social Work

Dr. Marvin G. Tossey, Department Chair
410-543-6305
Dr. Vicki Root, Graduate Program Coordinator
410-677-5050

The Master of Social Work (M.S.W.) prepares social work practitioners for advanced community based direct practice with individuals, families, groups, organizations and communities. Graduates will be prepared to practice in a variety of settings.

The M.S.W. program is designed to help students achieve their maximum potential through a carefully structured curriculum of foundation and advanced courses. Students without an accredited undergraduate degree in social work are admitted to the regular 61 semester hour program that may be completed in four semesters.

Advanced standing is available to applicants who have graduated from an undergraduate accredited social work program within the past three years of enrollment, or one year of human service work for every year beyond, up to five years. Applicants having received a B.A.S.W. more than five years previously will not be considered for advanced placement. Applicants for advanced placement must also have a grade point average of at least 3.2 over the last 60 hours of study. Full-time students may complete the 30 semester hour advanced standing program in one year.

▸ Prerequisites for Admission

Students seeking admission to the M.S.W. program must demonstrate that they:

1. Hold a baccalaureate degree from a regionally accredited college or university.
2. Have completed a broad liberal arts background with a minimum of 24 credit hours including at least one course in sociology, psychology, English, political science or history, statistics, and biology. A course in introductory statistics is required. These undergraduate requirements may be taken at any accredited college or university, including community colleges. All prerequisites for admission must be completed prior to admission, except statistics which must be completed by the end of the first semester in the program. All offers of admission are conditional upon the successful completion of the undergraduate coursework.
3. Have earned a minimum of a 3.0 grade point average on the last 60 graded credits leading to the baccalaureate degree.
4. Meet the requirements for advanced standing if the applicant seeks admission to the program. Applicants for advanced standing must have graduated from an undergraduate social work program accredited by the Council on Social Work Education within the last three years. Applicants with two years of human service work who graduated within the last five years will be considered. Applicants must have a minimum grade point average of 3.2 over the last 60 graded hours of study.
5. Have submitted transcripts of any completed graduate courses.

The three professional letters of recommendation are usually from persons such as professors, employers, supervisors, professional colleagues and community associates. Only one reference may be from a Salisbury University Social Work Department faculty member. Applicants who have been employed in a social service agency should request a recommendation from a recent employer or supervisor. Student applicants should provide a recommendation from a faculty advisor or instructor.

▸ Provisional Admission

Provisional admission may be granted to applicants who have not completed the required liberal arts background or who have a GPA of 2.5 to 2.99 on the last 60 credits leading to the bachelor's degree and have an otherwise strong application. All prerequisite liberal arts courses must be completed by the end of the first semester in the program. Moreover, provisionally admitted applicants must complete one semester of graduate courses (at least two courses) with a GPA of 3.0.

▸ Transfer Applicants

Under certain circumstances, students may receive a maximum of 29 semester hours for work completed not more than five years prior to first registration from a CSWE-accredited graduate school of social work and for which a grade of at least a B was received. No course, including any transfer course, may be counted toward a degree if it was completed more than seven full calendar years prior to the date of graduation.

Students must complete a minimum of 31 credits in the Salisbury University Department of Social Work, to be eligible for the M.S.W.

Students currently or previously enrolled in another accredited master's level social work degree program who are seeking admission as a transfer students are required to submit the following additional materials:

1. A brief written statement describing the reasons why they are requesting a transfer.
2. A copy of practicum/field work evaluation(s), if applicable.
3. One of the three recommendations must be from a faculty member or field supervisor affiliated with the program.

Students from non-M.S.W. programs may receive a maximum of six transfer credits for courses for which he/she has earned a grade of B or above. Each course will be individually assessed for program equivalency. Official determination of allowable credit for work completed elsewhere will be made at the time of admission.

Any student registered in the program who wants to take a course at another university and transfer credit toward the Salisbury University Department of Social Work M.S.W. (i.e., a summer course) must receive approval from the chair of the Social Work Department.

▸ Advanced Standing

Applicants for advanced standing must submit the following material in addition to the usual application requirements:

1. Transcripts documenting eligibility for advanced standing.
2. Recommendation for advanced standing from the Social Work Department chair of the school in which they completed their Bachelor of Social Work.
3. A detailed evaluation of their field instruction experience and performance by the agency supervisor or an evaluation of their employment performance. They may submit evaluations of field performance conducted at the end of each undergraduate semester.

▸ Life Experience Statement

No credit will be given for work or life experience.

▸ Pending Legal Action and Conviction Statement

Persons who indicate on the application that they have pending legal action or convictions will be asked to supply documentation on the nature of the offense and the disposition. Individuals admitted to the program who are facing pending legal action or convictions may have restrictions placed on the area of study and field placements they may pursue. In addition, some field placement agencies require a criminal background check.

Applicants are also advised that the Professional Standards Committee of the Maryland Board of Social Work Examiners may refuse to issue a license or certificate of registration to any person who has been convicted of any crime in this or any other state. Applicants may be denied admission, or if enrolled, terminated, from the program if they have not been truthful or provided inaccurate information in the application.

Course of Study

The expected course of study for the regular full-time program requires two years of coursework and field instruction. Students in the regular part-time program are expected to complete their course work and field instruction in four years. The expected course of study for full-time advanced standing students is one year of course-work and field instruction or two years for part-time advanced standing students. Incoming advanced standing students will be required to take a two-credit intensive course on the philosophical and ethical foundations of social work practice at the beginning of regular classes.

A grade point average of 3.0 is required for graduation. To remain in good academic standing, graduate students must maintain a cumulative grade point average of at least 3.0 for all graduate courses. Students in the regular program must complete two different field placements.

▸ Non-Degree Student Enrollment

Eligible students who wish to enroll as non-degree graduate students (not formally admitted to a graduate degree program) are not required to complete a formal application for admission and may schedule up to three Foundation Level courses. These students may have official transcripts sent to the Admissions Office from the baccalaureate granting institution and all institutions attended for graduate study and register for classes with the Registrar's Office.

▸ Regular Full-Time Curriculum

Foundation Year

		Credits
Fall Semester - First Year		
SOWK 605	Social Welfare Policy: Foundations and Structure	3
SOWK 610	Theoretical Analysis of Behavior I	3
SOWK 616	Social Research I	3
SOWK 620	Social Work Practice I	3
SOWK 621	Practice Skills Lab	1
SOWK 640	Field Instruction I	2
		15
Spring Semester - First Year		
SOWK 617	Social Research II	3
SOWK 622	Social Work Practice II	3
SOWK 623	Social Work Practice III	3
SOWK 630	Theoretical Analysis of Behavior II	3
SOWK 645	Field Instruction II	3
		15

Concentration Year

		Credits
Fall Semester - Second Year		
SOWK 602	Ethical Foundation of Social Work	2
SOWK 650	Advanced Practice with Individuals	3
SOWK 654	Psychopathology	3
SOWK 660	Advanced Practice with Families	3
SOWK	Elective*	3
SOWK 665	Field Instruction III	4
		15 or 18
Spring Semester - Second Year		
SOWK 655	Evaluation of Social Work Practice	3
SOWK 663	Supervision and Administration	3
SOWK 680	Advanced Practice with Groups	3
SOWK	Elective*	3
SOWK 685	Field Instruction IV	4
		13 or 16
		Total: 61 Credits

*Can be taken either fall or spring

▸ Regular Part-Time Curriculum

Foundation Curriculum

		Credits
Fall Semester - First Year		
SOWK 602	Ethical Foundation of Social Work	2
SOWK 610	Theoretical Analysis of Behavior I	3
		5
Spring Semester - First Year		
SOWK 630	Theoretical Analysis of Behavior II	3
		3
Fall Semester - Second Year		
SOWK 605	Social Welfare: Foundations and Structure	3
SOWK 620	Social Work Practice I	3
SOWK 621	Practice Skills Lab	1
SOWK 640	Field Instruction I	2
		9

Spring Semester - Second Year

SOWK 622	Social Work Practice II	3
SOWK 623	Social Work Practice III	3
SOWK 645	Field Instruction II	3
		9

Fall Semester - Third Year

SOWK 650	Advanced Practice with Individuals	3
SOWK 654	Psychopathology	3
		6

Spring Semester - Third Year

SOWK 655	Evaluation of Social Work Practice	3
SOWK 680	Advanced Practice with Groups	3
		6

Fall Semester - Fourth Year

SOWK 660	Advanced Practice with Families	3
SOWK	Elective *	3
SOWK 665	Field Instruction III	4
		7 or 10

Spring Semester Fourth Year

SOWK 663	Supervision and Administration	3
SOWK	Elective*	3
SOWK 685	Field Instruction IV	4
		7 or 10

Total: 61 Credits

*Can be taken either fall or spring

▸ Advanced Standing Curriculum

Full Time

Fall Semester - First Year

		Credits
SOWK 602	Ethical Foundation of Social Work	2
SOWK 650	Advanced Practice with Individuals	3
SOWK 654	Psychopathology	3
SOWK 660	Advanced Practice with Families	3
SOWK 665	Field Instruction III	4
		15

Spring Semester - First Year

SOWK	Elective	3
SOWK 655	Evaluation of Social Work Practice	3
SOWK 663	Supervision and Administration	3
SOWK 680	Advanced Practice with Groups	3
SOWK 685	Field Instruction IV	4
		16

Total: 31 Credits

Part Time

Fall Semester - First Year

		Credits
SOWK 602	Ethical Foundation of Social Work	2
SOWK 650	Advanced Practice with Individuals	3
SOWK 654	Psychopathology	3
		8

Spring Semester - First Year

SOWK	Elective	3
SOWK 680	Advanced Practice with Groups	3
		6

Fall Semester - Second Year

SOWK 660	Advanced Practice with Families	3
SOWK 665	Field Instruction III	4
		7

Spring Semester - Second Year

SOWK 655	Evaluation of Social Work Practice	3
SOWK 663	Supervision and Administration	3
SOWK 685	Field Instruction IV	4
		10

Total: 31 Credits

Courses

www.salisbury.edu/registrar/courseschedules.html

NOTE: All courses 500 level and above are for graduate credit only.

The following course listing represents the University curricula as of the publication of this catalog. Additions and changes to the offerings are published in the *Registration Bulletin* and on the Web.

Not all courses are offered every semester. For current offerings consult the most current academic schedule during registration periods. See your academic advisors/department chair for additional information.

ACCOUNTING (ACCT)

201. PRINCIPLES OF ACCOUNTING I

3 hours credit

Survey of current accounting principles, the accounting cycle and financial statements. Emphasis on proprietorships. Computer spreadsheet applications required. **Prerequisite:** Twenty-four college credit hours taken at or accepted by SU. **Three hours per week.**

202. PRINCIPLES OF ACCOUNTING II

3 hours credit

Survey of accounting principles and financial statements as they apply to partnerships and corporations and an introduction to manufacturing statements. Computer spreadsheet applications required. **Prerequisite:** ACCT 201. **Three hours per week.**

248. LEGAL ENVIRONMENT

3 hours credit

In-depth analysis of legal principles and their relationship to commerce. Topics include areas of torts, constitutional law, contracts and government regulation. **Three hours per week.**

302. COST ACCOUNTING I

3 hours credit

Internal financial reporting practices for manufacturing concerns and an examination of cost control. Topics include manufacturing statements, job order costing, process costing and standard costing. Computer spreadsheet applications required. **Prerequisite:** ACCT 202. **Three hours per week.**

304. INTERMEDIATE ACCOUNTING I

3 hours credit

Detailed analysis of current and noncurrent assets and the related revenue and expense accounts. Emphasis on recent APB and FASB pronouncements. **Major Prerequisites:** C or better in ACCT 201, 202 and admission to the Professional Program. **Non-Major Prerequisites:** C or better in ACCT 201, 202 and junior standing. **Three hours per week.**

305. INTERMEDIATE ACCOUNTING II

3 hours credit

Detailed analysis of accounting concepts, including current and noncurrent liabilities, stockholders equity accounts, related revenue and expense accounts, and statement of changes in financial position. Emphasis on recent APB and FASB guidelines. **Major Prerequisites:** C or better in ACCT 304, successful completion of the Accounting Program admission test and admission to the Professional Program. **Non-Major Prerequisites:** C or better in ACCT 304, successful completion of the Accounting Program admission test and junior standing. **Three hours per week.**

306. MANAGERIAL ACCOUNTING

3 hours credit

Introduction to internal accounting--accounting for planning and control and also for special decisions. Various topics and techniques are covered, the most pervasive being budgets. **Major Prerequisites:** ACCT 202 and admission to Professional Program. **Non-Major Prerequisites:** ACCT 202 and junior standing. **Three hours per week.**

338. SPECIAL TOPICS

3 hours credit

Advanced study of varying accounting topics based on students' interests and needs. May be repeated once for credit under different subtitles. May substitute for an accounting elective depending on the topic (see chair of Accounting Department). **Major Prerequisites:** ACCT 202, permission of instructor and admission to Professional Program. **Non-Major Prerequisites:** ACCT 202, permission of instructor and junior standing. **Three hours per week.**

341. FEDERAL INCOME TAX ACCOUNTING: PERSONAL

3 hours credit

Discussion of technical tax provisions as they pertain to individuals. Emphasis on tax planning considerations. Use of IRS forms where appropriate. This course, along with successful participation in the VITA program, satisfies the ABLE requirement. **Major Prerequisites:** ACCT 202 and admission to Professional Program. **Non-Major Prerequisites:** ACCT 202 and junior standing. **Three hours per week.**

342. FEDERAL INCOME TAX ACCOUNTING: PARTNERSHIP AND CORPORATION

3 hours credit

Discussion of technical tax provisions as they pertain to corporations, partnerships, estates and trusts. Emphasis on tax planning considerations. **Major Prerequisites:** ACCT 341 and admission to Professional Program. **Non-Major Prerequisites:** ACCT 341 and junior standing. **Three hours per week.**

348. BUSINESS LAW

3 hours credit

Detailed expansion of Legal Environment (ACCT 248). Additional topics include business associations, partnerships, agencies, corporations, bankruptcy law, securities and accountants' liability. Stresses topics commonly found on the uniform CPA examination. **Major Prerequisites:** ACCT 248 and admission to Professional Program. **Non-Major Prerequisites:** ACCT 248 and junior standing. **Three hours per week.**

401. INTEGRATED ACCOUNTING SYSTEMS

3 hours credit

Detailed analyses and applications of computerized integrated accounting software systems. Topics include general ledger, accounts receivable, accounts payable, payroll, inventory and report writing systems. **Major Prerequisites:** ACCT 202 and admission to Professional Program. **Major Prerequisites:** ACCT 202 and junior standing. **Three hours per week.**

403. ADVANCED ACCOUNTING I
3 hours credit
In-depth study of consolidations and governmental/not-for-profit accounting. **Major Prerequisites:** Senior status, C or better in ACCT 305 and admission to Professional Program. **Non-Major Prerequisites:** Senior status and C or better in ACCT 305. **Three hours per week.**

404. ADVANCED ACCOUNTING II
3 hours credit
Examination of advanced accounting topics such as foreign currency translations; segment, interim and SEC reporting; troubled debt; partnerships; and estates and trusts. **Major Prerequisites:** C or better in ACCT 305 and admission to Professional Program. **Non-Major Prerequisites:** C or better in ACCT 305 and junior standing. **Three hours per week.**

407. AUDITING
3 hours credit
Duties and responsibilities of auditors, auditing standards, examination procedures, work paper preparation and audit reports. **Major Prerequisites:** Senior status, C or better in ACCT 305 and admission to Professional Program. **Non-Major Prerequisites:** Senior status and C or better in ACCT 305. **Three hours per week.**

410. ADVANCED PROBLEMS IN FINANCIAL, MANAGERIAL AND GOVERNMENTAL ACCOUNTING
3 hours credit
Advanced applications in financial, managerial and governmental accounting. The first of a two-course elective sequence for accounting majors who plan to pursue a career in public accounting as certified public accountants. **Major Prerequisites:** C or better in ACCT 305 or permission of the department chair, and admission to Professional Program. **Non-Major Prerequisites:** C or better in ACCT 305 or permission of the department chair, and junior standing. **Three hours per week.** *(P/F)*

411. ADVANCED PROBLEMS IN TAXATION, LAW AND AUDITING
3 hours credit
Advanced applications in federal taxation, business law, professional responsibilities and ethics, and auditing. The second of a two-course elective sequence for accounting majors who plan to pursue a career in public accounting as certified public accountants. **Major Prerequisites:** C or better in ACCT 305 or permission of the department chair, and admission to Professional Program. **Non-Major Prerequisites:** C or better in ACCT 305 or permission of the department chair, and junior standing. **Three hours per week.** *(P/F)*

415. GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING
3 hours credit
Examination of the full range of accounting and reporting policies and procedures for state and local governments as well as for not-for-profit organizations. **Major Prerequisites:** C or better in ACCT 305 and admission to Professional Program. **Non-Major Prerequisites:** C or better in ACCT 305 and junior standing. **Three hours per week.**

420. ACCOUNTING INFORMATION SYSTEMS
3 hours credit
Examination of the role of accounting information in the organization. Major topics include users of accounting information, goals and objectives, review of accounting systems, the human component, hardware, software, data, operating controls and management controls. **Major Prerequisites:** C or better in ACCT 304 and admission to Professional Program. **Non-Major Prerequisites:** C or better in ACCT 304 and junior standing. **Three hours per week.**

430. INTERNATIONAL ACCOUNTING
3 hours credit
Introduction to a variety of international accounting issues encountered by multinational organizations. Includes accounting and auditing standards, consolidations and taxation. **Major Prerequisites:** C or better in ACCT 304 and admission to Professional Program. **Non-Major Prerequisites:** C or better in ACCT 304 and junior standing. **Three hours per week.**

435. ACCOUNTING IN ITS GLOBAL SETTING
3 hours credit
Introduction to a variety of international accounting issues encountered by multinational organizations. Issues include financial accounting standards; consolidation of international operations; auditing standards and procedures; managerial accounting systems for information gathering, planning, control and performance measurement; and international taxation. Part or all of the course will be held in another country. **Major Prerequisites:** C or better in ACCT 304 and admission to Professional Program. **Non-Major Prerequisites:** C or better in ACCT 304 and junior standing. **Three hours per week.**

490. ACCOUNTING INTERNSHIP
3 hours credit
Internship experience in accounting. Placement and approval by chair of the accounting department required. **Prerequisites:** C or better in ACCT 201, 202. Successful completion of the Professional Program admission test. Completion of, or concurrent enrollment in, ACCT 304. Placement approval and permission of the department chair. Completion of ABLE administrative requirements. Admission to Professional Program. **Three hours per week.**

491. ADVANCED ACCOUNTING INTERNSHIP
3 hours credit
Advanced internship experience in accounting. Placement and approval by chair of the accounting department required. **Prerequisites:** ACCT 490. Placement approval and permission of the department chair. Completion of ABLE administrative requirements. **Three hours per week.**

494. DIRECTED STUDY
1-3 hours credit
For students who desire to do research or pursue a special topic in accounting. May be used as an accounting elective if approved by the chair of the Accounting Department. **Prerequisites:** Junior status and permission of instructor prior to registration. **One to three hours per week.**

510. GRADUATE SURVEY OF ACCOUNTING
3 hours credit
Introduction to the principles of accounting for proprietorships, partnerships and corporations. Surveys current financial accounting principles, the accounting cycle and financial statements. **Prerequisite:** Provisional status in M.B.A. program. **Three hours per week.**

605. FINANCIAL ACCOUNTING THEORY
3 hours credit
Basic framework of accounting theory relating to income determination and funds flows. The basic problem of asset measurement, classification and the objective of financial reporting are presented along with the official and unofficial pronouncements of accounting societies and changes in accounting procedures. Basic understanding of the nature and development of accounting principles along with their application to current practice. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

608. ADVANCED AUDITING
3 hours credit
Addresses current issues in the technical, political, legal and economic environment which affect the public accounting profession's performance of its audit and attest function. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

615. GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING
3 hours credit
Covers the full range of accounting and reporting policies and procedures for state and local governments as well as for a variety of not-for-profit organizations. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

620. ADVANCED ACCOUNTING INFORMATION SYSTEMS
3 hours credit
Presents the underlying concepts of information management, with an emphasis on accounting applications and systems controls. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

630. INTERNATIONAL ACCOUNTING
3 hours credit
Introduces a variety of international accounting issues encountered by multinational organizations. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

640. MANAGERIAL ACCOUNTING
3 hours credit
Study of the use by management of accounting information for planning and control. Includes budgeting, cash-flow analysis, cost behavior concepts, strategic planning and financial reporting. This course is for non-accounting majors. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

645. ADVANCED TAXATION AND PUBLIC POLICY
3 hours credit
Focus on foundation and application of tax policy and law for federal and state income taxation. Individual, business and fiduciary tax knowledge will allow the student to develop a tax awareness by developing an ability to recognize tax problem areas, pitfalls and planning opportunities. Local, state, federal and international taxation issues and current events of U.S. individuals and business entities coupled with expanding on tax research skills will prepare students for management decision making roles in the consulting or business world. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

650. ADVANCED MANAGERIAL ACCOUNTING
3 hours credit
Provides undergraduate accounting majors with advanced treatment of new and complex techniques and procedures integral to the design and implementation of managerial and cost control systems in a rapidly evolving technological environment. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

660. CONTEMPORARY ISSUES IN ACCOUNTING
3 hours credit
Study of contemporary problems and issues emerging in the accounting profession. Includes developments at the SEC, FASB, GASB, GAO, IFAC, AICPA, etc., plus other technical issues. **Prerequisites:** A total of nine hours of upper-division accounting courses including ACCT 302, 304. Admission to the M.B.A. program. **Three hours per week.**

698. DIRECTED INDEPENDENT STUDY
1-3 hours credit
Individual tutorial course including accounting research topics not covered in other accounting courses. May be taken a maximum of two times (regardless of number of credits each time) under different subtitles. **Prerequisites:** A total of nine hours of upper-division accounting courses including ACCT 302, 304; completion of M.B.A. Office administrative requirements; and admission to the M.B.A. program. **One to three hours per week.**

699. SPECIAL TOPICS IN ACCOUNTING
3 hours credit
Study of specific problems and issues in accounting not covered in other courses. May be take twice (maximum number of credit is six) under different subtitles. **Prerequisites:** A total of nine hours of upper-division accounting courses including ACCT 302, 304. Admission to the M.B.A. program. **One to three hours**

AMERICAN STUDIES (AMST)

205. THE AMERICAN EXPERIENCE
3 hours credit
Introductory course in American Studies. Attempts to define the American character and society through reading in history, biography and fiction covering the 19th and 20th centuries. **Three hours per week.**

305. ALTERNATIVE COMMUNITIES AND LIFESTYLES IN AMERICA
3 hours credit
Survey of American countercultures from the Puritans to recent communes. Emphasis on alternative forms of religion, economic and social organization, and marriage. **Three hours per week.**

315. TOPICS IN AMERICAN STUDIES
3 hours credit
Historical study of some particular aspect of American society and culture. May be taken twice under different course titles. **Three hours per week.**

480. SENIOR SEMINAR IN AMERICAN STUDIES
3 hours credit
A research seminar. Students design and carry out a research project. Class reading and discussion attempts to integrate previous work done in American studies and arrive at a comprehensive overview of American society and culture. **Three hours per week.**

ANTHROPOLOGY (ANTH)

101. INTRODUCTION TO ANTHROPOLOGY
3 hours credit
Introduction to the cross-cultural study of humans. Topics include human evolution and genetics, archaeology, and cultural patterns. **Three hours per week. Meets General Education IIB.**

212. CULTURAL ANTHROPOLOGY
3 hours credit
Examines the diversity of human cultures through the study of a wide range of traditional and modern societies, with an emphasis on participant-observation ethnographic research. **Three hours per week. Meets General Education IIB.**

215. RELIGION, MAGIC AND WITCHCRAFT
3 hours credit
Study of beliefs and rituals of people affected by the presence of gods or other supernatural beings. Topics include magic, witchcraft and shamanist practices among aboriginal and traditional societies throughout the world. **Three hours per week. Meets General Education IIB.**

250. ARCHAEOLOGY OF ANCIENT SOCIETIES
3 hours credit
Introduction to world prehistory, from the Lower Paleolithic to literate state-level societies, and the methods and techniques used to recover and interpret archaeological evidence. **Three hours per week. Meets General Education IIB.**

300. TOPICS IN ANTHROPOLOGY
3 hours credit
Study in selected areas in varied subfields of anthropology. May be repeated twice under different subtitles. **Prerequisite:** ANTH 101. **Three hours per week.**

350. PHYSICAL ANTHROPOLOGY
3 hours credit
Overview of the major evidence for human evolution and modern biological variation, including the fossil record, genetics and primatology. **Prerequisite:** ANTH 101. **Three hours per week.**

355. NORTH AMERICAN INDIAN
3 hours credit
Explores American Indian cultures north of Mexico with emphasis on tribal origins, patterns of adaptation and analysis of economic, social and ideological systems. Reviews ethnographic accounts of traditional Indian life ways, reservation life and its aftermath. **Three hours per week. Meets General Education IIB.**

400. INDIVIDUAL DIRECTED STUDY
3 hours credit
Advanced study in an area of anthropology through intensive literature and/or field research. **Prerequisites:** Sophomore standing and completion of two anthropology track core courses with C or better grades.

410. ARCHAEOLOGICAL FIELD METHODS
6 hours credit
Instruction in the hands-on techniques of archaeological fieldwork, including survey, excavation and the recording of finds. Offered during summer term only. **Thirty-five hours per week.**

450. COMPARATIVE CULTURES
3 hours credit
Cross-cultural survey of traditional and modern societies with an emphasis on the recognition and interpretation of human cultural patterns. **Prerequisite:** ANTH 101 or 212. **Three hours per week.**

459. SEMINAR IN ANTHROPOLOGY
3 hours credit
Advanced study of current research and literature in a selected field of anthropology. May be repeated twice under different subtitles. **Prerequisites:** Sophomore standing and completion of two anthropology track core courses with C or better grades. **Three hours per week.**

497. UNDERGRADUATE RESEARCH
3 hours credit
Independent student research under anthropology faculty supervision. Students will have the opportunity to study a topic in depth and design their own research project; public presentation of results required. **Prerequisites:** Junior standing and satisfactory completion of three core courses.

500. INDIVIDUAL DIRECTED STUDY
3 hours credit
Advanced study in an area of anthropology through intensive literature and/or field research. May be repeated once under different subtitles.

510. ARCHAEOLOGICAL FIELD METHODS
6 hours credit
Instruction in the hands-on techniques of archaeological fieldwork, including survey, excavation and the recording of finds. Offered during summer term only. **Thirty-five hours per week.**

550. COMPARATIVE CULTURES
3 hours credit
Cross-cultural survey of traditional and modern societies with an emphasis on the recognition and interpretation of human cultural patterns. **Prerequisite:** ANTH 101 or 212. **Three hours per week.**

559. SEMINAR IN ANTHROPOLOGY
3 hours credit
Advanced study of current research and literature in a selected field of anthropology. **Three hours per week.**

APPLIED HEALTH PHYSIOLOGY (AHPH)

502. INTRODUCTION TO RESEARCH
3 hours credit
Methods of investigating physiological mechanisms within the human clinical context; development of skills for producing as well as consuming research by proposing a research plan. **Prerequisite:** Admission to program. **Three hours per week.**

512. STRENGTH TRAINING TECHNIQUES AND PROGRAM DESIGN
3 hours credit
Examination of strength training techniques and program design. Emphasis placed on proper form and utilization of various workout designs to complement larger training goals. Students will gain experience in the practical aspects of designing individual workout sessions, periodization and programming to enhance progression. The course is designed to assist the student in meeting requirements to be eligible for and pass the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist exam (additional fee required for examination). **Prerequisite:** Admission to graduate study. **Three hours per week.**

513. EXERCISE AND STRENGTH TRAINING FOR REHABILITATION
3 hours credit
Review of injury process to bones/muscles that affect strengthening techniques and ability as well as the interaction of complicating medical history on exercise programs. Students will apply concepts of strengthening, cardiovascular and stretching techniques and design integrated programs for individuals with various medical conditions. **Prerequisite:** Admission to program. **Three hours per week.**

514. MUSCLE PHYSIOLOGY: ADAPTATIONS TO TRAINING AND SUPPLEMENTS
3 hours credit
Examination of muscle structure and function. Focus on muscle response to aerobic and resistance training and alterations induced via supplement use. Additionally, students examine the influence of muscle disuse and response to injury. **Prerequisite:** Admission to graduate study. **Three hours per week.**

515. APPLIED STRENGTH AND CONDITIONING
3 hours credit
Application of concepts and principles presented in AHPH 512 and AHPH 513. Students are assigned a group of athletes to train. Students work under the direction of the course instructor to design, implement and modify the strength and conditioning programs for their athletes. Emphasis is placed on tailoring the strength and conditioning programs to best meet the individual athlete's needs. **Prerequisite:** AHPH 512, 513 and American Heart Association Health Care Provider CPR. **Three hours per week.**

532. EXERCISE METABOLISM
3 hours credit
A systematic, in-depth examination of the regulation of metabolic processes during exercise. Emphasis on carbohydrate, lipid and amino acid pathways in skeletal muscle, adipose tissue and the liver. Also includes an examination of metabolic factors contributing to fatigue and metabolic adaptations to strength and endurance exercise training. **Prerequisite:** Admission to Applied Health Physiology Program. **Three hours per week.**

534. HUMAN PSYCHOPHYSIOLOGY
3 hours credit
Study of the interrelationships between the mind and body. Examination of current research and historical views on the interaction of physiological processes and psychological function. **Prerequisite:** BIOL 552. **Three hours per week.**

537. HEALTH APPRAISAL AND TESTING WITH EMERGENCY PROCEDURES
3 hours credit
Study of health screening techniques, fitness testing and emergency procedures. Students will be certified in advanced cardiac life support. **Prerequisite:** Community CPR. **Three hours per week.**

542. EXERCISE PROGRAMMING, NUTRITION AND WEIGHT CONTROL
3 hours credit
Study of exercise programming guidelines as established by the American College of Sports Medicine. A strong focus is placed upon nutrition and weight control in conjunction with exercise prescription recommendation for a variety of clinical populations. Students gain practical experience in developing exercise programs for individuals with various conditions. **Prerequisite:** Admission to program. **Three hours per week.**

544. PHARMACOLOGICAL ASPECTS OF CLINICAL PHYSIOLOGY
3 hours credit
Examination of the physiological mechanisms involved in the clinical treatment of individuals with medications. Emphasis placed on the pharmacological influence on therapeutic exercise program design, monitoring techniques and patient outcomes. **Prerequisites:** AHPH 537, 542, BIOL 552. **Three hours per week.**

545. CARDIOPULMONARY ASPECTS OF PHYSIOLOGY
3 hours credit
Study of cardiopulmonary physiology with an emphasis on gas transport, fluid and electrolyte balance, acid-base regulation, response to exercise and training adaptations. **Prerequisite:** Admission to program. **Three hours per week.**

546. HUMAN DEVELOPMENT AND AGING IN POPULATIONS WITH CHRONIC DISEASE
3 hours credit
Study of the pathophysiology and psychosocial aspects of aging populations with Chronic Obstructive Pulmonary Disease (COPD) and those with Coronary Artery Disease (CAD). Examination of the deleterious effects of COPD and CAD on physical and psychological functioning. Emphasis on cardiac/pulmonary rehabilitation as a mechanism to enhance quality of life in populations with COPD and/or CAD. **Prerequisites:** AHPH 537, BIOL 552. **Three hours per week.**

553. CLINICAL PHYSIOLOGY
3 hours credit
Study of common lab techniques used in physiologic health screening, fitness testing and research. Emphasis on cardiorespiratory and musculoskeletal procedures. **Three hours per week.**

562. TRENDS AND ISSUES IN PHYSIOLOGY
3 hours credit
In-depth examination of current literature in physiological journals. Emphasis placed upon critical review of research in regards to methodology, data interpretation and conclusions derived from data. **Prerequisite:** Admission to program. **Three hours per week.**

590. SELECTED TOPICS IN APPLIED HEALTH PHYSIOLOGY
3 hours credit
Provides opportunities to investigate special themes or issues of interest for students in the health and fitness professions. Topics will vary by semester. May be repeated once under different course subtitles for a total of six credits. **Prerequisite:** Permission of instructor. **Three hours per week.**

691. RESEARCH IN PHYSIOLOGY
3 hours credit
Independent student research under the direction of a faculty member. Students will collect, analyze and interpret data and then prepare a manuscript suitable for publication. **Prerequisite:** AHPH 502. **Six hours per week.**

692. APPLIED HEALTH PHYSIOLOGY INTERNSHIP
3 hours credit
An internship of practical/observational experience with an approved health care/enhancement program for students pursuing a Master of Science in applied health physiology. **Prerequisite:** Admission to the program; completion of 18 graduate credit hours in the program to include AHPH 544, 545 and 546; healthcare provider CPR; purchase of professional liability insurance; and consent of program director. **Thirty-seven and one-half hours per week for 14 weeks.**

ART (ART)

104. ART APPRECIATION
3 hours credit
Wide ranging introduction to the visual arts for the non-major. Topics include art theory, varied pictorial and artistic subject matter, media and the relation of art to its historical time period and culture. **Three hours per week. Meets General Education IB.**

121. DESIGN PRINCIPLES
4 hours credit
Introduction to and development of knowledge and comprehension of the underlying principles of visual composition, through the creation of designs. Bulk supplies are provided, but students need to furnish some materials. **B.A./B.F.A. Corequisite:** ART 130. **Six hours per week. Meets General Education IB.**

129. INTRODUCTION TO DIGITAL PHOTOGRAPHY
4 hours credit
Introductory-level course designed to explore fundamentals of composition using digital photography and related support technology. Stresses the application of the elements of design and principles of composition through traditional photographic assignments and is appropriate for non-art majors, art minors and art majors in all tracks except photography. Instruction includes use of a digital camera and basic image manipulation programs. Students must provide their own cameras. **B.A./B.F.A. Prerequisite:** ART 121. **Six hours per week. Meets General Education IB.**

130. DRAWING I
4 hours credit
Introduction to basic drawing principles, using a combination of black and white media in the exploration of linear and tonal

elements. Students furnish their own materials. B.A. and B.F.A. core. **Six hours per week. Meets General Education IB.**

201. INTRODUCTION TO ART HISTORY

4 hours credit

Chronological survey of art and architecture in western civilization, from prehistory to the present. Considers the style, subject matter and purpose of art in relation to its historical time period or culture. B.A. and B.F.A. core. **Three hours per week with enhancement. Meets General Education IB.**

208. HISTORY OF BAROQUE AND ROCOCO ART

4 hours credit

Survey of the visual arts in Europe from the late 16th century to the end of the 18th century. Explores the work of the era's major artists in relation to the larger historical, social and cultural contexts of their time. Emphasis on new developments in subject matter, patronage and art theory. **Prerequisite:** ART 201 for majors; no prerequisite for non-majors. **Three hours per week with enhancement. Meets General Education IB.**

215. CERAMICS I

4 hours credit

Introduction to the art of making clay forms using methods of hand building, forming, glazing, decorating and firing. Students furnish their own materials. B.A. Core. **B.F.A. Prerequisites:** ART 121, 261. **Six hours per week. Meets General Education IB.**

219. DESIGN IN FIBER CRAFTS

4 hours credit

Introduction to the art of textile design utilizing a variety of techniques and materials. Students furnish their own materials. **B.F.A. Prerequisites:** ART 121, 130. **Six hours per week.**

226. GRAPHIC DESIGN I

4 hours credit

Introduction to graphic design as a specialized arts medium that integrates text and images to communicate specific messages to diverse viewers. Covers the history of graphic design, principles of visual communication and image creation, and the use of specialized computer software to solve basic graphic design problems. **B.A. Prerequisites:** ART 121, 130. **B.F.A. Prerequisites:** 121, 130, 201, 230. **Six hours per week.**

227. DIGITAL DESIGN AND LAYOUT

4 hours credit

Introduction for non-graphic design majors to the principles of graphic design and layout, and to the basic software packages used in graphic design. **B.A. and B.F.A. Prerequisites:** ART 121, 130, 201, 230 or instructor permission. **Six hours per week.**

229. PHOTOGRAPHY I

4 hours credit

Introduction to basic elementary black and white photographic methods and darkroom procedures. Students furnish their own cameras, film, paper and developing tank. B.A. core. **B.A. Prerequisites:** ART 121, 130. **B.F.A. Prerequisites:** ART 121, 130, 230. **Six hours per week.**

230. DRAWING II

4 hours credit

Introduction to monochromatic and polychromatic drawing techniques using wet and dry media. Students furnish their own materials. B.F.A. core. **B.A. Prerequisites:** ART 121, 130. **B.F.A. Prerequisites:** ART 121, 130, 201. **Six hours per week.**

246. PAINTING I

4 hours credit

Introduction to techniques in oil, acrylics and watercolor. Students furnish their own materials. B.A. and B.F.A. core. **B.A. Prerequisites:** ART 121, 130, 201. **B.F.A. Prerequisites:** ART 121, 130, 230. **Six hours per week.**

261. SCULPTURE I

4 hours credit

Exploration of the expressive qualities of form using the subtractive and additive processes. Students furnish their own materials. **B.F.A. Prerequisites:** 121, 130, 201. **Six hours per week.**

265. WOOD SCULPTURE

4 hours credit

Introduction to various woods, tools and sculpting techniques in a studio setting. Students must furnish materials. **B.F.A. Prerequisite:** ART 261. **Six hours per week.**

271. GLASS I

4 hours credit

Introduction to basic glass-working techniques such as glass blowing, glass casting, solid working and various finishing processes. Considers glass studio operations, including health and safety issues. Students must furnish safety apparel and any extra materials not covered by the lab fee. **B.A. Prerequisites:** ART 121, 130, 261. **B.F.A. Prerequisites:** ART 121, 130, 201, 230, 261. **Six hours per week.**

300. HISTORY OF MODERN ART TO 1945

4 hours credit

Survey of the principal movements comprising the modern tradition in art, including Impressionism, Post-Impressionism, Symbolism, Fauvism, Cubism, Expressionism, Abstract Art, Dada and Surrealism. Emphasis on new theories redefining the concept, form and purpose of art, the persona of the artist, and the relation of art to the social and political order. **B.A. and B.F.A. Prerequisite:** ART 201. **Non-major Prerequisite:** Permission of instructor for non-majors. **Three hours per week with enhancement.**

301. NORTHERN RENAISSANCE ART

4 hours credit

Study of the art of Northern Europe, from the late 14th to the end of the 16th century, in relation to the larger historical, religious, social, economic and cultural contexts of this period. Focus is primarily on painting and printmaking. **B.A. and B.F.A Prerequisite:** ART 201. **Non-major Prerequisite:** ART 104 or ART 201 or permission of instructor. **Three hours per week with enhancement.**

302. HISTORY OF AMERICAN ART: THE COLONIAL PERIOD TO 1900

4 hours credit

Survey of American painting, sculpture and architecture from the Colonial period to the end of the 19th century. Topics include the historical, social and cultural contexts of American art, the work and ideas of major artists, the relationship of American to European art, and the development of a national identity in American art. **B.A. and B.F.A. Prerequisite:** ART 201. **Non-major Prerequisite:** Permission of instructor for non-majors. **Three hours per week with enhancement. Meets General Education IB.**

303. HISTORY OF AMERICAN ART: THE 20TH CENTURY

4 hours credit

Survey of the visual arts, primarily painting and sculpture, in the United States from the turn of the century to the present. Topics include the historical and social contexts of this art, the world and ideas of major artists, and the emergence of an American avant-garde after World War II. **B.A. and B.F.A. Prerequisite:** ART 201. **Non-major Prerequisite:** Permission of instructor for non-majors. **Three hours per week with enhancement. Meets General Education IB.**

305. ART SINCE 1945

4 hours credit

Survey of major art movements in the United States and Europe since World War II, including key theoretical writings by artists and critics. Topics include the public persona of the artist, new ideas about the concept, form, purpose and interpretation of art, its relation to other disciplines, and its legitimation through arts organizations and the marketplace. **B.A. and B.F.A. Prerequisite:** ART 201. **Non-major Prerequisite:** Permission of the instructor for non-majors. **Three hours per week with enhancement.**

306. HISTORY OF GREEK AND ROMAN ART

4 hours per week

Survey of ancient Greek and Roman art and architecture, beginning with the emergence of Greek civilization in the ninth century B.C. and ending with the fall of the Roman empire. Considers the style, subject matter and varied purposes of Greek and Roman art in relation to the changing historical, social and cultural contexts of this era. **B.A. and B.F.A. Prerequisite:** ART 201. **Non-major Prerequisite:** ART 104 or ART 201 or permission of instructor. **Three hours per week with enhancement.**

310. HISTORY OF ITALIAN RENAISSANCE ART

4 hours credit

Survey of painting, sculpture and architecture in the principal art centers of Italy during the 15th and 16th centuries. Covers the work and influence of several generations of major artists in relation to the larger historical, social and cultural contexts of this era. **B.A. and B.F.A. Prerequisite:** ART 201. **Non-major Prerequisite:** Permission of instructor for non-majors. **Three hours per week with enhancement.**

312. WEB DESIGN

4 hours credit

Introduction to Web site design for creating visual materials on a microcomputer. Students create artistic "WWW pages," work on group assignments and publish collective work as a hyperlink to the home pages of the Art Department and/or other campus offices. **B.A. Prerequisite:** ART 227. **B.F.A. Prerequisites:** ART 226 or 227, and 201. **Non-major Prerequisite:** COSC 116 or permission of the instructor. **Six hours per week.**

313. INTERACTIVE ANIMATION

4 hours credit

Introduction to interactive animation on a microcomputer. Learn to design animated, audiovisual content. Instruction in computer illustration and in the mechanics of motion graphics results in content suitable for publication on the Web and stand-alone presentation on compact disc. **B.A. Prerequisite:** ART 326 or permission of the instructor. **B.F.A. Prerequisites:** ART 227 or 326, and 201 or permission of instructor. **Non-major Prerequisites:** COSC 116 and permission of the instructor. **Six hours per week.**

315. CERAMICS II

4 hours credit

Introduction to the elements and principles of designing and making pottery using the wheel throwing process. Students furnish their own materials. **Prerequisite:** ART 215. **Six hours per week.**

318. BOOK ARTS

4 hours credit

Introduction to the handmade, one-of-a-kind "artist's book" as a sculptural medium and creative art form. Explores various bookbinding techniques and both traditional and nontraditional materials, including those used in other art media. Encourages students to draw upon their work in other art courses and fields of study in the design, structure and content of their books. **B.F.A. Prerequisites:** ART 121, 130, 230. **Six hours per week.**

326. GRAPHIC DESIGN II

4 hours credit

Introduction to historic and contemporary typographic forms and to the integration of print and interface design for aesthetic and expressive purposes. Using more advanced software, students learn to design direct mail campaigns and promotional materials to establish corporate or product identity. **Prerequisite:** ART 226. **Six hours per week.**

328. ILLUSTRATION

4 hours credit

Students learn how to conceptualize and create images that communicate narrative or editorial content, using a variety of image-making techniques, including photo-imaging, computer-aided drawing, plus various traditional arts media. **B.A. Prerequisite:** ART 226. **B.F.A. Prerequisite:** ART 226 or 227. **Six hours per week.**

329. PHOTOGRAPHY II

4 hours credit

Continuation of aesthetic and experimental photography. Expands lab and field processes learned in Photography I and emphasizes personal expression. Topics include filters, flash, studio and darkroom techniques, Kodalith and multiple image. Students furnish their own cameras, film, paper and filters. **Prerequisite:** ART 229. **B.F.A. Prerequisites:** ART 229, completion of 24 hours of B.F.A. core. **Six hours per week.**

330. DRAWING III

4 hours credit

Continuation of advanced monochromatic and polychromatic drawing techniques using wet and dry media, creating thesis-type projects. Students furnish their own materials. **Prerequisite:** ART 230. **Six hours per week.**

335. WOMEN IN ART

4 hours credit

Study of the art of selected women artists in relation to the historical and social contexts in which they worked and the professional opportunities available to them. Also examines how women have been represented in art, and how these images shape, reinforce or challenge society's beliefs about women and feminine gender roles. **B.A. and B.F.A. Prerequisite:** ART 201. **Non-major Prerequisite:** Permission of instructor. **Three hours per week with enhancement.**

340. PAINTING II

4 hours credit

Study of selected media chosen by the student, with attention to special techniques and problems. Students furnish their own materials. **Prerequisite:** ART 246. **Six hours per week.**

350. PRINTMAKING: LITHOGRAPHY

4 hours credit

Introduction to the principles of lithographic printing through the study of historical elements and practical processes. Various monochromatic lithographic printing techniques explored. Students furnish their own materials. **B.A. Prerequisites:** ART 121, 130. **B.F.A. Prerequisites:** ART 121, 130, 230. **Six hours per week.**

351. PRINTMAKING: ETCHING

4 hours credit

Introduction to the principles of the fine art methods of intaglio printing through the study of historical elements and practical processes. Various monochromatic etching techniques explored. Students furnish their own materials. **B.A. Prerequisites:** ART 121, 130. **B.F.A. Prerequisites:** ART 121, 130, 230. **Six hours per week.**

352. PRINTMAKING: SILKSCREEN

4 hours credit

Introduction to the principles of serigraphic printing through the study of historical elements and practical processes. Various monochromatic and polychromatic silkscreen printing techniques explored. Students furnish their own materials. **B.A. Prerequisites:** ART 121, 130. **B.F.A. Prerequisites:** ART 121, 130, 230. **Six hours per week.**

353. PRINTMAKING: RELIEF

4 hours credit

Introduction to the principles of relief printing through the study of historical elements and practical processes. Various monochromatic and polychromatic relief printing techniques explored. Students furnish their own materials. **B.A. Prerequisites:** ART 121, 130. **B.F.A. Prerequisites:** ART 121, 130, 230. **Six hours per week.**

355. DIGITAL IMAGING

4 hours credit

Introduction to digital imaging software and processes. Students will use photographs as well as original works in other media to create high quality digital prints, from black and white to full color. Emphasis will be placed on esthetic content as well as technical proficiency. **B.A. and B.F.A. Prerequisites:** ART 121, 130 and 229. **Six hours per week.**

359. ADVANCED DIGITAL PHOTOGRAPHY

4 hours credit

Upper-level course that covers advanced projects in photography using digital technology. Students should have a basic understanding of photographic composition and of basic computer skills required for digital imaging. A digital camera is required. May be taken twice for credit. **Prerequisites:** ART 129 or 229 or permission of the instructor. **Six hours per week.**

361. SCULPTURE II

4 hours credit

Study of the sculpture techniques of welding, casting and hand building. Students furnish their own materials. **B.A. Prerequisites:** ART 215, 261. **B.F.A. Prerequisites:** ART 215, 261 and completion of 24 hours of the B.F.A. core. **Six hours per week.**

371. GLASS II

4 hours credit

Refinement of introductory glass-working techniques and processes, plus demonstrations of more advanced hot-glass processes, cold methods and color techniques. Focuses on studio maintenance and construction of equipment. Students must furnish safety apparel and any materials not covered by the lab fee. **Prerequisite:** ART 271. **Six hours per week.**

390. ADVANCED STUDY IN ART

1-3 hours credit

Advanced study in one or a combination of studio disciplines or art history. Students furnish their own materials. **B.A. Prerequisites:** Completion of core and all regularly scheduled courses in thesis area; approval of the department chair prior to registration. **B.F.A. Prerequisites:** ART 121, 130, 230.

391. SPECIAL TOPICS IN ART HISTORY

4 hours credit

Intensive study, including research, of a particular topic in art history. May be taken twice under different subtitles. **B.A. and B.F.A. Prerequisite:** ART 201. **Non-major Prerequisite:** ART 104 or ART 201 or permission of instructor. **Three hours per week with enhancement.**

395. SPECIAL TOPICS IN ART

4 hours credit

Intensive study of a selected area in studio art that includes research. May be taken twice for credit with different subtitles. Students furnish their own materials. **B.A. Prerequisites:** ART 121, 130, 201. **B.F.A. Prerequisites:** ART 121, 130, 230. **Six hours per week.**

399. INTERNATIONAL FIELD STUDY

3 hours credit

Travel and study of art, geography, history and culture of selected countries. Pre-tour lectures and other activities required. May be repeated once for credit. **Prerequisite:** Permission of instructor. **Meets General Education IB.**

415. CERAMICS III

4 hours credit

Presentation of advanced techniques in wheel throwing, clay assembly and kiln firing. Students furnish their own materials. **B.A. Prerequisites:** ART 315. **B.F.A. Prerequisites:** ART 315, completion of 24 hours of the B.F.A. core. **Six hours per week.**

416. ADVANCED CERAMICS

4 hours credit

Surveys the history, theory and practice of ceramics in a studio setting. Each student investigates and presents a seminar report on an individually chosen area of ceramic art followed by the practical application of discoveries via individual art works. This course may be repeated once for credit. **B.A./B.F.A. Prerequisite:** ART 415. **Six hours per week.**

420. PHOTOGRAPHY III

4 hours credit

Study of color photography using transparency (slide) film. Practical applications include film selection, exposure and use of color in composition. Discussions of various types of color films and processes and of the history of color. Students furnish their own cameras and most supplies. May be repeated once for credit. **B.A. Prerequisite:** ART 329. **B.F.A. Prerequisites:** ART 329, completion of 24 hours of the B.F.A. core. **Six hours per week.**

426. GRAPHIC DESIGN III

4 hours credit

Using specialized software, students learn how to apply graphic design principles and techniques to the design of three-dimensional packages for consumer products. These package designs must also take into account specific marketing goals. **B.A. Prerequisite:** ART 326. **B.F.A. Prerequisites:** ART 326, completion of 24 hours of the B.F.A. core. **Six hours per week.**

429. ADVANCED PHOTOGRAPHY

4 hours credit

Study of advanced techniques to develop a personal aesthetic, artistic and professional style. Use of 4 x 5 view cameras and other advanced techniques. Projects of photo-essay form, designed to build students' portfolios. Students furnish their own cameras, film and paper. **B.A. Prerequisite:** ART 329. **B.F.A. Prerequisites:** ART 329, completion of 24 hours of the B.F.A. core. **Six hours per week.**

430. DRAWING IV

4 hours credit

Study of advanced monochromatic and polychromatic drawing techniques using wet and dry media with special attention given to ongoing thematic projects. Students furnish their own materials. **B.A. Prerequisites:** ART 330. **B.F.A. Prerequisites:** ART 330, completion of 24 hours of the B.F.A. core. **Six hours per week.**

431. ADVANCED DRAWING

4 hours credit

Continued study in studio problems associated with drawing. Focus on the development of a portfolio and a series of papers based on a selected list of readings. This course may be repeated once for credit. **Prerequisite:** ART 430. **Six hours per week.**

440. PAINTING III

4 hours credit

Study of watercolor, oil, acrylic or media substitute. Focus on painting and critiques. **B.A. Prerequisite:** ART 340. **B.F.A. Prerequisites:** ART 340, completion of 24 hours of the B.F.A. core. **Six hours per week.**

441. PAINTING IV

4 hours credit

Advanced experience requiring an individual theme and goals using one of the following media: watercolor, oil, acrylic or agreed upon substitute. Development of a professional portfolio. Sketch books and written papers required. Students furnish their own materials. **Prerequisite:** ART 440. **Six hours per week.**

442. ADVANCED PAINTING

4 hours credit

Continued study in studio problems associated with painting. Focus on the development of a portfolio and a series of papers based on a selected list of readings. This course may be repeated once for credit. **Prerequisite:** ART 441. **Six hours per week.**

461. ADVANCED SCULPTURE

4 hours credit

Advanced experience of techniques and media. Students furnish their own materials. This course may be repeated twice for credit. **B.A. Prerequisite:** ART 361. **B.F.A. Prerequisites:** ART 361, completion of the B.F.A. core. **Six hours per week.**

471. ADVANCED GLASS

4 hours credit

Advanced studio practice in glass, including research projects and class discussions of contemporary issues in three-dimensional art pertinent to the glass medium. Students must furnish safety apparel and any materials not covered by the lab fee. May be repeated twice for credit. **Prerequisite:** ART 371. **Six hours per week.**

490. INDEPENDENT STUDY

1-3 hours credit

Directed study in one or a combination of studio disciplines. Students furnish their own materials. May be repeated once under different subtitle, for a total of no more than six credits. **Prerequisite:** Permission of instructor.

491. INTERNSHIP

1-4 hours credit

Supervised experiences in art-related work to provide students with an opportunity to use acquired knowledge and skills in a professional way. **Prerequisite:** Seniors status with 32 or more hours in art, including eight hours in their program track. **Six hours per week.** *(P/F)*

495. GRAPHIC DESIGN AGENCY

4 hours credit

Students work collaboratively in a setting structured like a graphic design firm to complete job assignments for actual clients, including the University, community and nonprofit organizations. Students also work on self promotion. **Prerequisite:** ART 426. **Six hours per week.**

498. SENIOR SEMINAR

4 hours credit

Summary of the University art experience through active planning and execution of professionally oriented activities such as a group exhibit, professional portfolios, resumes and videotaped interviews. **Prerequisites:** Senior standing and completion of core. **Three hours per week with enhancement.**

500. SEMINAR: ISSUES IN ART

3 hours credit

Discussions and research concerning timely topics in art, including direct student participation and faculty lectures. Topics may vary from semester to semester. May be repeated once for degree credit under different course subtitle. **Prerequisite:** Permission of instructor. **Four hours per week.**

590. INDEPENDENT STUDY

1-3 hours credit

Directed study in one or a combination of studio disciplines. Students furnish their own materials. May be repeated once under different subtitle, for a total of no more than six credits. **Prerequisite:** Permission of department chair.

ATHLETIC TRAINING (ATTR)

185. INTRODUCTION TO ATHLETIC TRAINING

3 hours credit

Review of the history and governance of the athletic training profession. Addresses the body of knowledge and primary responsibilities of the certified athletic trainer. Basic skills in risk management and injury prevention are emphasized. An overview of the clinical requirements for the athletic training major is provided. **Prerequisite:** 15 credits of college-level work. **Three hours per week.**

213. PATHOLOGY OF INJURIES AND ILLNESSES

3 hours credit

Designed to address the pathology and the medical management of specific acute illnesses and traumatic injuries that may be encountered by the certified athletic trainer. Attention is given to the clinical signs and symptoms of orthopedic-related injuries and clinical manifestations of acute trauma of the body's systems. Pathology of injuries and illnesses is covered in an introductory manner to allow students to build a foundation of knowledge for further inquiry. May not receive credit for both PHEC 313 and ATTR 213. **Prerequisites:** ATTR 185, BIOL 215. **Three hours per week.**

221. RISK MANAGEMENT STRATEGIES

3 hours credit

Designed to integrate the topics of risk management and injury prevention in a problem-based learning format. Topics are addressed through a comprehensive approach that includes proficiencies to which the students have been previously exposed. **Prerequisite:** Admission to Athletic Training Program. **Two hours lecture, a minimum of 12 hours clinical practice per week.**

320. CLINICAL PATHOLOGY

3 hours credit

Designed to integrate the pathology of traumatic injuries and acute illnesses with prevention and management strategies in a problem-based learning format. Topics are addressed through a comprehensive approach that includes proficiencies to which the students have been previously exposed. May not receive credit for both ATTR 222 and ATTR 320. **Prerequisite:** Admission to Athletic Training Program and ATTR 213. **Two hours lecture, a minimum of 12 hours clinical practice per week.**

321. CLINICAL EVALUATION AND MANAGEMENT

3 hours credit

Designed to integrate clinical evaluation skills and the use of physical agents and therapeutic modalities in a problem-based learning format. Topics are addressed through a comprehensive approach that includes proficiencies to which the students have been previously exposed. **Prerequisite:** Admission to Athletic Training Program, ATTR 380, 381. **Two hours lecture, a minimum of 12 hours clinical practice per week.**

380. THERAPEUTIC MODALITIES

4 hours credit

Designed to introduce the theory and application of therapeutic modalities and physical agents commonly utilized in the athletic training profession. Focus of the material presented includes the selection, indications, contraindications and appropriate parameter selection. **Prerequisite:** Admission to Athletic Training Program. **Three hours lecture, two hours laboratory per week.**

381. ORTHOPEDIC ASSESSMENT
4 hour credit
Designed to present the techniques used in evaluating orthopedic injuries. An in-depth analysis of injury mechanics, and the theory and application of orthopedic and neurological evaluations are included. Through lecture and laboratory opportunities, students develop a systematic approach to the evaluation process and develop accurate impressions of orthopedic injuries. **Prerequisites:** Admission to Athletic Training Program. **Three hours lecture, two hours laboratory per week.**

407. ADMINISTRATION AND ORGANIZATION FOR ATHLETIC TRAINING
3 hours credit
Designed to examine the various issues, policies and procedures involved with the administration of a health care facility. An intensive study is made of facility organization and design, legal liability, personnel management, equipment maintenance and budgeting, record keeping, health care services, counseling, and public relations. **Major prerequisite:** Admission to Athletic Training Program. **Non-major prerequisite:** Permission from the Athletic Training Program director. **Three hours per week.**

410. FOUNDATIONS OF THERAPEUTIC EXERCISE
4 hours credit
Designed to provide the student with programs, theories and concepts vital in conditioning, reconditioning and injury rehabilitation. Students gain an understanding of trauma and the healing process and how these affect decisions made in the initiation and progression of a rehabilitation program. **Prerequisite:** ATTR 381. **Three hours lecture, two hours laboratory per week.**

413. ADVANCED DIAGNOSTICS AND MANAGEMENT IN ATHLETIC TRAINING
3 hours credit
In-depth examination of the diagnosis and management of injuries is presented. Radiographic evaluation and other medical tests are discussed in the process to differential diagnosis. Presentation of surgical techniques for orthopedic-related injuries is discussed. **Prerequisite:** ATTR 381. **Three hours per week.** *(fall semester only)*

414. GENERAL MEDICAL CONDITIONS IN ATHLETIC TRAINING
4 hours credit
A selection of general medical conditions and disabilities commonly managed by the athletic training professional is addressed. A review of pharmacology and the governing regulations relevant to the dispensing and administering of medication is presented. **Prerequisite:** Admission to the Athletic Training Program. **Three hours lecture, two hours laboratory per week.**

420. CLINICAL REHABILITATION AND CONDITIONING
3 hours credit
Designed to integrate the topics of health care administration and therapeutic exercise in a problem-based learning format. Primary focus is the initiation and progression of rehabilitation in a clinical setting. Topics are addressed through a comprehensive approach that includes proficiencies to which the students have been previously exposed. May not receive credit for both ATTR 322 and ATTR 420. **Prerequisite:** Admission to the Athletic Training Program, ATTR 407, 410. **Two hours lecture, a minimum of 12 hours clinical practice per week.**

479. ATHLETIC TRAINING PRACTICUM
12 hours credit
Designed as a culminating experience to prepare students as professionals in the field of athletic training. Students select a clinical site, other than Salisbury University, and are exposed to alternate clinical practice and philosophies of athletic training services. Exposure assists students in developing their own ideals in the field of athletic training. **Prerequisite:** Completion of all athletic training major requirements.

513. ADVANCED ATHLETIC TRAINING
3 hours credit
Develops advanced knowledge of athletic injuries after the student has completed ATTR 213 or an equivalent. **Prerequisites:** ATTR 381, 382. **Corequisite:** ATTR 321. **Three hours per week.** *(fall semester only)*

514. GENERAL MEDICAL CONDITIONS IN ATHLETIC TRAINING
3 hours credit
Teaches detailed evaluation skills necessary for assessment and recognition of general medical conditions and pharmacologic applications of the physically active. **Prerequisite:** ATTR 413. **Corequisite:** ATTR 407. **Three hours per week.**

BIOLOGY (BIOL)

101. FUNDAMENTALS OF BIOLOGY
4 hours credit
Introduces students to the principles inherent to life, with a broad overview of the cell, the organism and the community in which living things exist. Does not satisfy biology major requirements . **Three hours lecture, two hours laboratory per week. Meets General Education IIIA or IIIB.**

105. BIOLOGY AND SOCIETY
3 hours credit
Introduces the non-biology major to the broad principles, fundamental ideas and new discoveries in biology that significantly affect the human being's present and future existence. Relates the study of biology to the pressing social and cultural issues of today. Does not satisfy requirements within the major. **Prerequisite:** BIOL 101. **Three hours per week. Meets General Education IIIB.**

115. SAFETY IN THE BIOLOGICAL, CHEMICAL AND CLINICAL LABORATORY
1 hour credit
Review of laboratory safety. Summary of government laws and regulatory bodies and their effect on lab policy. Illustrations of proper procedures for laboratory hazards. Topics include chemicals, infectious microbes, animals, fire, electrical equipment, radiation, glassware and compressed gases. Training in the use of safety equipment and protective clothing and general first aid. Students may not receive credit for both BIOL 115 and MDTC 101. **One hour per week.**

210. BIOLOGY: CONCEPTS AND METHODS
4 hours credit
Introduction to the study of biology, focusing on how biologists know things and study the world of life, with emphases on cell biology, genetics, ecology and evolution. First course required for biology majors. **Four hours lecture/laboratory, two hours online per week. Meets General Education IIIA.**

211. MICROBIOLOGY
4 hours credit
Fundamental course in the study of microorganisms and their activity, with emphasis on bacteria. **Prerequisite:** BIOL 101 or 210 or 215. **Two hours lecture, four hours laboratory per week. Meets General Education IIIB.**

212. INTRODUCTION TO PLANT BIOLOGY
4 hours credit
Fundamental course exploring the diversity of plant life from an evolutionary perspective, the unique strategies that enable plants to grow, survive and reproduce in different environments, and the interactions between plants and other organisms. Designed for biology majors and other science students. **Prerequisite:** BIOL 210. **Three hours lecture, three hours laboratory per week. Meets General Education IIIB.**

213. ZOOLOGY
4 hours credit
Study of the biodiversity, structure and functions of animals and animal-like protists with emphasis on their evolutionary relationships. Designed for biology majors and minors and other science majors. **Prerequisite:** BIOL 210. **Three hours lecture, three hours laboratory per week. Meets General Education IIIA or IIIB.**

214. MEDICAL PHYSIOLOGY
4 hours credit
Presentation of human physiology at the cell and organ levels to include the nervous, skeletomuscular, cardiovascular, excretory, digestive, respiratory and endocrine systems. Emphasis on normal function and medical relevance. Students may not earn credit for BIOL 214 and MDTC 201. This course will not count for credit in the biology major. **Prerequisite:** BIOL 101 or 210. **Three hours lecture, two hours laboratory per week.**

215. HUMAN ANATOMY AND PHYSIOLOGY I
4 hours credit
Comprehensive study of the structure and function of the human organism, including the integumentary, skeletal, muscle, nervous and endocrine systems. **Recommended Prerequisite:** BIOL 101 or 213. **Three hours lecture, three hours laboratory per week. Meets General Education IIIA or IIIB.**

216. HUMAN ANATOMY AND PHYSIOLOGY II
4 hours credit
Comprehensive study of the structure and function of the human organism, including the circulatory, respiratory, digestive, urinary, immune and reproductive systems. **Recommended Prerequisite:** BIOL 215. **Three hours lecture, three hours laboratory per week. Meets General Education IIIB.**

217. NUTRITION
3 hours credit
Foundation in the science of nutrition, including biological and biochemical backgrounds for the understanding of nutritional requirements. Does not satisfy requirements within the major. **Prerequisite:** BIOL 101 or 210 or 215 or 216. **Three hours per week. Meets General Education IIIB.**

219. BIOLOGY OF HUMAN AGING
3 hours credit
Study of the effects of aging on the structure and functioning of the human body. Integrates biological aging with other aspects of human existence. Includes discussions of diseases common among the elderly. May not be used to satisfy requirements within the biology major. **Prerequisites:** BIOL 101 or both BIOL 215 and 216. **Three hours per week. Meets General Education IIIB.**

220. HUMANS AND THE ENVIRONMENT
4 hours credit
Interdisciplinary course in conjunction with the departments of Chemistry and Geography and Regional Planning, designed for non-science majors to develop awareness of ways earth's environment is influenced by human activities and effects of the environment on human society. May not be repeated for credit in the Chemistry or Geography and Regional Planning departments and may not be used to satisfy course requirements within the major. For students in the Honors Program. **Three hours lecture, two hours laboratory per week. Meets General Education IIIA or IIIB.**

250. ECONOMIC BOTANY
3 hours credit
Study of the economic importance of plants, emphasizing the origin, domestication and usage of food and medicinal plants. Does not satisfy General Education III requirements. **Prerequisite:** BIOL 101 or 212. **Three hours per week.**

260. BIOLOGICAL DRAWING AND ILLUSTRATION
3 hours credit
Introduction to drawing and illustration techniques used in biology through slide lectures and discussions, class exercises and assigned projects using pencil, charcoal, pen and ink, scratchboard and color. Through these exercises, students will develop their observational skills and closely study biological subjects. Students furnish their own materials. ART 130 or some drawing experience is highly recommended. **Prerequisite:** BIOL 101 or 210. **Four hours per week.**

301. HISTORY AND LITERATURE OF BIOLOGY
2 hours credit
Introduction to the history and literature of biology. Special emphasis on the development of contemporary concepts and techniques of information retrieval. **Prerequisite:** BIOL 101 or 210. **Two hours per week.**

305. MAMMALOGY
4 hours credit
Study of living and extinct mammals, emphasizing their origin, evolution, systematics, behavior, ecology and morphological adaptations. Labs focus on the structure and identification of modern mammals, with periodic field trips exploring the natural history of local species. **Prerequisite:** BIOL 213. **Three hours lecture, three hours laboratory per week.**

310. ECOLOGY
4 hours credit
Introduction to the interactions between organisms and their environment. Biotic and abiotic factors affecting individuals, populations, communities and ecosystems emphasized. May not be taken for credit if student has credit for BIOL 225. **Prerequisites:** BIOL 210 and BIOL 211 or 212 or 213 or 121 and 122. **Three hours lecture, three hours laboratory per week.**

312. PLANT TAXONOMY
3 hours credit
Classification of plants, with emphasis on the local flora. **Prerequisite:** BIOL 212. **Two hours lecture, three hours laboratory per week.**

313. COMPARATIVE ANATOMY
4 hours credit
Study of vertebrate body structures, emphasizing the progressive and adaptive changes that occurred in evolution. **Prerequisite:** BIOL 213. **Three hours lecture, three hours laboratory per week.**

316. GENERAL ENTOMOLOGY
3 hours credit
Study of the natural history, identification and life cycles of insects. Special reference to those species of medical and economic importance to people. **Prerequisite:** BIOL 213. **Two hours lecture, three hours laboratory per week.**

320. BIOLOGY OF THE VERTEBRATES
4 hours credit
Study of vertebrate animal life, including evolution of the major vertebrate groups, zoogeography, behavior, reproduction, thermoregulation, migration, population dynamics, ecology and conservation. Field trips emphasize wildlife biology, and identification and natural history of local species.

Prerequisite: BIOL 213. **Three hours lecture, three hours laboratory per week.**

321. INVERTEBRATE ZOOLOGY
4 hours credit

Study of animals without backbones emphasizing functional morphology and physiological adaptations. Laboratory sessions focus on investigation of living and preserved specimens. **Prerequisite:** BIOL 213. **Three hours lecture, three hours laboratory per week.**

322. PARASITOLOGY
3 hours credit

Study of the important parasites of humans and domestic animals. **Prerequisite:** BIOL 213. **Two hours lecture, three hours laboratory per week.**

323. MEDICAL MICROBIOLOGY
4 hours credit

Study of the medically important microorganisms, including methodology and techniques of identification. **Prerequisite:** BIOL 211. **Two hours lecture, four hours laboratory per week.**

324. PLANT MORPHOLOGY
3 hours credit

Study of extinct and extant vascular plants, emphasizing evolutionary relationships, reproduction and vegetative organization. **Prerequisite:** BIOL 212. **Two hours lecture, three hours laboratory per week. Meets General Education IIIB.**

325. PLANT ANATOMY
4 hours credit

Study of gross and microscopic plant structure, with special emphasis on higher plants. **Prerequisite:** BIOL 212. **Three hours lecture, three hours laboratory per week. Meets General Education IIIB.**

333. IMMUNOLOGY
4 hours credit

Basic course dealing with the cellular and chemical aspects of immunity. Antigen-antibody reaction surveyed and its clinical laboratory implications thoroughly discussed. **Prerequisite:** BIOL 211. **Two hours lecture, four hours laboratory per week.**

334. PATHOPHYSIOLOGY
4 hours credit

Study of the causes, bodily changes, signs and symptoms, and mechanisms involved in common and serious human diseases. **Prerequisites:** BIOL 215, 216. **Three hours lecture, two hours laboratory per week.**

350. CELL BIOLOGY
4 hours credit

Focuses on the structure and function of eukaryotic cells. topics covered include enzyme kinetics, membrane transport, cell signaling, intercellular protein trafficking, cellular respiration, mitosis and meiosis, the cell cycle, and cancer. **Prerequisites:** BIOL 210 and CHEM 221 or 12 credits of biology. **Three hours lecture, three hours laboratory per week.**

360. GENETIC ANALYSIS
4 hours credit

Introduction to genetic analysis including Mendelian principles, population and quantitative genetics, cytogenetics and contributions to molecular biology. Satisfies Biology Department core requirements for genetics. **Recommended Prerequisite:** MATH 155. **Prerequisite:** BIOL 210. **Three hours lecture, three hours laboratory per week.**

370. MOLECULAR GENETICS
4 hours credit

Study of mechanisms of heredity emphasizing organization of the genome, mutation and regulation of gene expression. **Prerequisite:** BIOL 350. **Three hours lecture, three hours laboratory per week.**

399. INTERNATIONAL FIELD STUDIES
3 hours credit

Students experience a specific aspect of a biological discipline in a foreign country. Pre-tour lectures, post-tour discussion and other activities required. **Prerequisite:** Permission of instructor. **Fifteen hours pre-trip experience, at least 50 hours field activities over a minimum of 10 days, two-hour post-trip discussion session.**

401. WETLAND ECOLOGY
4 hours credit

Study of relationships between environmental features and the structure and function of wetland types. Emphasizes hydrology, chemistry and plant species distribution and examines effects of disturbance on wetland ecosystems. **Prerequisites:** BIOL 212 and 310. **Three hours lecture, three hours laboratory per week.**

405. ORNITHOLOGY
4 hours credit

Study of birds. Topics include form and function, systematics, speciation, behavior and communication, reproduction, migration, ecological topics including demography, population dynamics, community structure and conservation. Field trips emphasize identification and natural history of local species. **Prerequisite:** BIOL 213. **Three hours lecture, three hours laboratory per week.**

407. THE BIOLOGY OF FISHES
3 hours credit

Study of evolution, anatomy, physiology, classification, ecology and behavior of the fishes. Addresses current research and future directions in ichthyology. **Prerequisite:** BIOL 213. **Three hours per week.**

410. ESTUARINE BIOLOGY
3 hours credit

Introduction to the physical, chemical and geological characteristics of estuaries with emphasis on East Coast estuaries such as the Chesapeake Bay. Detailed discussion of the biological and chemical processes important in estuarine ecosystems with a major emphasis on current literature and research in estuarine biology. **Prerequisite:** BIOL 310.**Three hours per week.**

411. VERTEBRATE EMBRYOLOGY
4 hours credit

Comparative study of vertebrate embryology including evolutionary relationships and topics in molecular and developmental biology. **Prerequisites:** BIOL 213, 350. **Two hours lecture, four hours laboratory per week.**

412. ALGAE, FUNGI AND BRYOPHYTES
4 hours credit

Study of the phylogenetic and ontogenetic development and ecological importance of non-vascular plants. **Prerequisite:** BIOL 212. **Three hours lecture, three hours laboratory per week.**

415, 416. RESEARCH IN BIOLOGY
3 hours credit each

Independent student research under the supervision of a faculty member. BIOL 416 may not be used to satisfy requirements within the major. **Prerequisite:** Permission of instructor. **Schedule to be arranged individually.**

418, 419. BIOLOGY SEMINAR
1 hour credit each

Discussions of timely topics in biology and related fields. Includes instruction in seminar preparation and requires student presentations and participation. BIOL 419 may not be used to satisfy course requirements within the major. **Prerequisite:** Junior standing or permission of instructor. **One hour per week.**

420. READINGS IN BIOLOGY
1-3 hours credit

Readings designed to permit in-depth study of selected topics. Students submit written reports of their findings at the end of the semester. Specific topics are indicated on students' transcripts. **Prerequisites:** Sixteen credits in biology, permission of instructor.

422. VERTEBRATE PHYSIOLOGY
4 hours credit

Study of the physiological processes of vertebrate animals including specific adaptations of certain species to their environment. **Prerequisites:** BIOL 213, 350, CHEM 121. **Three hours lecture, three hours laboratory per week.**

425. TOXICOLOGY
3 hours credit

Introduction to basic principles, history and scope of modern environmental toxicology, and to the effects and to the mechanisms of toxicants. Includes applications to risk assessment, regulations and industry. Cross-listed with ENVH 425. May not be taken for credit if student has credit for ENVH 425. **Prerequisites:** Permission of instructor or junior standing, eight credits of biology, eight credits of chemistry. **Three hours per week.**

430. PLANT PHYSIOLOGY
4 hours credit

Advanced study of the physiological mechanisms utilized by plants with special reference to the higher phyla. **Prerequisites:** BIOL 212, CHEM 221. **Three hours lecture, three hours laboratory per week.**

433. ENVIRONMENTAL MICROBIOLOGY
4 hours credit

Study of the diversity and interactions of microorganisms in their natural environments. Emphasis on habitat and metabolic diversity, community interactions and industrial applications involving microbes. **Prerequisites:** BIOL 211, 350. **Three hours lecture, three hours laboratory per week.**

435. EVOLUTIONARY BIOLOGY
3 hours credit

Advanced study of the principles, mechanisms and processes of biological evolution. **Prerequisite:** BIOL 350. **Three hours per week.**

440. CONTEMPORARY GENETICS
4 hours credit

Blended lecture and laboratory-based exploration of biochemical techniques commonly used in industrial and academic laboratories. Demonstrates the relationship between structure and function of biomolecules. Cross-listed with CHEM 419. May not receive credit for both BIOL 440 and CHEM 419. **Prerequisites:** BIOL 350 and 370, and CHEM 221; or pre/Corequisite CHEM 418. **Six hours per week.**

445. VIROLOGY
3 hours credit

Study of structure, replication and pathogenesis of viruses with emphasis on animal viruses and the role of viruses in our current understanding of cell and molecular biology. **Prerequisite:** BIOL 350. **Three hours per week.**

450. INTERNSHIP
1-3 hours credit

Experiences in biology-related work provide students with an opportunity to use acquired biological knowledge in a professional way and to investigate potential career options. Under special circumstances this course may be taken a second time for credit, but only with permission of the internship coordinator. **Prerequisites:** Junior standing, biology major and approval of Internship Coordinator. **Forty-five student contact hours per credit hour. (P/F)**

460. BIOLOGY OF CELL MEMBRANES
3 hours credit

Advanced course exploring the biology of bacterial, plant and animal cell membranes with an emphasis on how these important organelles allow cells and organisms to adapt to severe, inhospitable or constantly changing physical environments. **Prerequisite:** BIOL 350. **Three hours per week. Meets General Education IIIB.**

465. ADVANCED CELL BIOLOGY
3 hours credit

Advanced course exploring the biology, physiology and biochemistry of plant and animal cells. Topics include detailed examinations of organelle function, cell movement, protein turnover, cell adhesion, apoptosis, cell cycle regulation, and the cellular and molecular basis of cancer. Lectures are drawn principally from the latest primary and secondary literature. **Prerequisite:** BIOL 350. CHEM 417 is recommended but not required. **Three hours per week.**

470. BIOTECHNOLOGY
3 hours credit

Study of applied aspects of biology with an emphasis on DNA technology. Recommended as a capstone course for biology majors in the cell and molecular biology/biotechnology track. **Prerequisite:** BIOL 370. **Three hours per week.**

490. SPECIAL TOPICS IN BIOLOGY
1-4 hours credit

Study of a specific area of biological science. Topic varies semester to semester. May be taken twice for credit under different subtitles. **Prerequisites:** Permission of instructor or 16 credits of biology, junior standing.

499. HONORS
3 hours credit

Independent study in an area of biology leading to an honors thesis. **Prerequisite:** Approval of department chair.

500. WETLAND ECOLOGY
4 hours credit

Study of relationships between environmental features and the structure and function of wetland types. Emphasizes hydrology, chemistry and plant species distribution and examines effects of disturbance on wetland ecosystems. **Prerequisites:** Graduate standing and permission of the instructor. **Three hours lecture, three hours laboratory per week.**

501. MODERN CONCEPTS IN BIOLOGY
3 hours credit

Study of the most recent developments in biology, with special emphasis on genetics, animal behavior and sociobiology. May be taken twice, under different course subtitles. **Prerequisite:** Degree in biology or permission of instructor. **Three hours per week.**

502. BIOLOGY AND ENVIRONMENT
3 hours credit

Study of organisms as integral parts of their environments, including field studies involving applications of environmental principles. **Prerequisite:** Degree in biology or permission of instructor. **Two hours lecture, two hours laboratory per week.**

503. CONTEMPORARY CELL BIOLOGY
3 hours credit

Intensive study of the latest findings in cell biology, with application to the pressing problems of today.

Prerequisite: Degree in biology or permission of instructor. **Three hours per week.**

504. PERSPECTIVES IN MODERN GENETICS
3 hours credit
Intensive study of modern genetics for the advanced student. Findings in molecular, cellular and developmental genetics related to classical genetic theory and current problems. **Prerequisite:** Degree in biology or nursing; or permission of instructor. **Three hours per week.**

505. ORNITHOLOGY
4 hours credit
Study of birds. Topics include form and function, behavior and communication, reproduction, migration, population dynamics, ecology and conservation. Field trips emphasize identification and natural history of local species. **Prerequisites:** Graduate standing and permission of the instructor. **Three hours lecture, three hours laboratory per week.**

507. THE BIOLOGY OF FISHES
3 hours credit
Study of evolution, anatomy, physiology, classification, ecology and behavior of the fishes. Addresses current research and future directions in ichthyology. **Prerequisites:** Graduate standing and permission of the instructor. **Three hours per week.**

510. ESTUARINE BIOLOGY
3 hours credit
Study of estuarine biology with a focus on the Chesapeake Bay. Detailed discussion of the biota of the bay, its unique biology and current perturbations due to environmental pollution. Introduction to physical and chemical processes of estuaries. **Prerequisites:** Graduate standing and permission of the instructor. **Two hours lecture, two hours laboratory per week.**

515. RESEARCH IN BIOLOGY
1-3 hours credit
Independent student research under the supervision of a faculty member. Students may register for BIOL 515 more than once up to a maximum of six credit hours. **Prerequisites:** Graduate standing and permission of instructor. **Schedule to be arranged individually.**

518, 519. BIOLOGY SEMINAR
1 hour credit each
Discussions of timely topics in biology and related fields. Includes instruction in seminar preparation and requires student presentations and participation. BIOL 419 may not be used to satisfy course requirements within the major. **Prerequisite:** Graduate standing or permission of instructor. **One hour per week.**

522. VERTEBRATE PHYSIOLOGY
4 hours credit
Study of the physiological processes of vertebrate animals including specific adaptations of certain species to their environment. **Prerequisites:** Graduate standing and permission of the instructor. **Three hours lecture, three hours laboratory per week.**

525. TOXICOLOGY
3 hours credit
Introduction to basic principles, history and scope of modern environmental toxicology, and to the effects and to the mechanisms of toxicants. Includes applications to risk assessment, regulations and industry. Cross-listed with ENVH 425. May not be taken for credit if student has credit for ENVH 425. **Prerequisites:** Graduate standing and permission of the instructor. **Three hours per week.**

530. PLANT PHYSIOLOGY
4 hours credit
Advanced study of the physiological mechanisms utilized by plants with special reference to the higher phyla. **Prerequisites:** Graduate standing and permission of the instructor. **Three hours lecture, three hours laboratory per week.**

533. ENVIRONMENTAL MICROBIOLOGY
4 hours credit
Study of the diversity and interactions of microorganisms in their natural environments. Emphasis on habitat and metabolic diversity, community interactions and industrial applications involving microbes. **Prerequisites:** Graduate standing and permission of the instructor. **Three hours lecture, three hours laboratory per week.**

535. EVOLUTIONARY BIOLOGY
3 hours credit
Advanced study of the principles, mechanisms and processes of biological evolution. **Prerequisites:** Graduate standing and permission of the instructor. **Three hours per week.**

540. CONTEMPORARY GENETICS
4 hours credit
Blended lecture and laboratory-based exploration of biochemical techniques commonly used in industrial and academic laboratories. Demonstrates the relationship between structure and function of biomolecules. Cross-listed with CHEM 419. May not receive credit for both BIOL 540 and CHEM 419. **Prerequisites:** Graduate standing and permission of the instructor. **Six hours per week.**

545. VIROLOGY
3 hours credit
Study of structure, replication and pathogenesis of viruses with emphasis on animal viruses and the role of viruses in our current understanding of cell and molecular biology. **Prerequisites:** Graduate standing and permission of the instructor. **Three hours per week.**

552. ADVANCED HUMAN PHYSIOLOGY/ PATHOPHYSIOLOGY
3 hours credit
Advanced study of system-focused physiology and pathophysiology. Analyzes the relationship between normal physiology and pathological phenomena produced by altered health states across the life span. Emphasis is on application in the clinical areas of practice. **Prerequisite:** B.S. in biology, health-related field or education with biology emphasis. **Three hours per week.**

560. BIOLOGY OF CELL MEMBRANES
3 hours credit
Advanced course exploring the biology of bacterial, plant and animal cell membranes with an emphasis on how these important organelles allow cells and organisms to adapt to severe, inhospitable or constantly changing physical environments. **Prerequisites:** Graduate standing and permission of instructor. **Three hours per week.**

565. ADVANCED CELL BIOLOGY
3 hours credit
Advanced course exploring the biology, physiology and biochemistry of plant and animal cells. Topics include detailed examinations of organelle function, cell movement, protein turnover, cell adhesion, apoptosis, cell cycle regulation, and the cellular and molecular basis of cancer. Lectures are drawn principally from the latest primary and secondary literature. **Prerequisite:** Graduate standing or permission of instructor. **Three hours per week.**

590. SPECIAL TOPICS IN BIOLOGY
1-4 hours credit
Study of a specific area of biological science. Topic varies semester to semester. May be taken twice for credit under different subtitles. **Prerequisites:** Graduate standing and permission of the instructor.

BUSINESS ADMINISTRATION (BUAD)

101. INTRODUCTION TO THE WORLD OF BUSINESS
3 hours credit
Designed as an interactive, team-taught learning experience that illustrates how the various fields of business coexist in the world. Provides students an introduction to the Perdue School, as well as the necessary tools to develop meaningful and measurable learning objectives to be used throughout their academic career. Topics include personal growth and development essential to business as well as the various subfields of business, such as: accounting, finance, information science, management, marketing and operations. Credit may not be received for both BUAD 101 and 103. **Prerequisite:** Freshman (students with fewer than 25 hours of credit) who have declared accounting, finance, information systems, management, marketing and business administration as their major. **Three hours per week.**

103. INTRODUCTION TO BUSINESS
3 hours credit
Introduction to the internal and external environment of contemporary business. Topics include the nature of business and its operations and a survey of basic concepts, principles and practices. Provides a foundation for advanced study and assistance in making career decisions. Not open to students who are concurrently enrolled in, or have received academic credit for, any 300- or 400-level BUAD/ACCT/FINA/INFO/ MGMT/MKTG courses. **Three hours per week.**

300. PERSONAL AND PROFESSIONAL DEVELOPMENT FOR BUSINESS
0 hours credit
Exposes students to the expectations and environment of business. Allows students to assess their personal career interests and personal learning styles to ensure they are taking coursework and participating in activities to meet their academic and career goals. Sessions vary in duration, depending on the activities involved, which are subject to change. Students have a mid-term and final examination that covers materials from workshops. **Prerequisites:** Business major and admitted to the Professional Program. **Corequisite:** MGMT 320 (if MGMT 320 is taken in summer or winter, student participates in BUAD 300 the following semester). **Hours per week vary.**

338. SPECIAL BUSINESS TOPICS
3 hours credit
Advanced study of varying business topics based on students' interests and needs. May be repeated once for credit under different subtitle. May substitute for a concentration elective depending on the topic (see director of undergraduate studies). **Major Prerequisites:** Varies by topic and admission to Professional Program. **Non-Major Prerequisites:** Varies by topic and junior standing. **Three hours per week.**

345. PURCHASING AND MATERIALS MANAGEMENT
3 hours credit
Examination of the procurement and materials management function of government and industry including planning, acquisition, storage, physical movement and control of materials. **Major Prerequisites:** BUAD or MGMT 320 and BUAD or MKTG 330, and admission to Professional Program. **Non-Major Prerequisites:** BUAD or MGMT 320 and BUAD or MKTG 330, and junior standing. **Three hours per week.**

360. GOVERNMENT REGULATION OF BUSINESS
3 hours credit
Business function under the regulatory bodies of all levels of government. Federal, state and local government requirements for business operations are covered as well as their effect on the economic operation of the enterprise. **Major Prerequisites:** ECON 211, 212 and admission to Professional Program. **Non-Major Prerequisites:** ECON 211, 212 and junior standing. **Three hours per week.**

386. BUSINESS IN ITS GLOBAL SETTING
3 hours credit
Study of the international aspects of business management and its cultural, economic and political environment in its actual setting. Topics include the economics of international trade, sociocultural environment, political risk and other major aspects of international business operations (e.g. finance, management, marketing, etc.). Part or all of the course will be held in another country. May be taken twice under different subtitles. **Prerequisites:** Junior standing, permission of instructor and admission to Professional Program. **Three hours per week.**

396. BUSINESS STUDIES ABROAD
3 hours credit
Examines issues in business administration in an international setting. Specific topics selected from the fields of accounting, economics, finance, information systems, management or marketing, depending on the instructor's area of expertise. Part or all of the course will be held outside the United States. **Prerequisite:** Admission to the relevant Perdue School study abroad program. **Three hours per week.**

400. BUSINESS STUDENT PROFESSIONAL PORTFOLIO
0 hours credit
Designed for students majoring within the Perdue School of Business. Students demonstrate their professional skills and knowledge through participation in a series of assessment activities. Completion of the Core Business Knowledge Exam and participation in Student Assessment Center activities are required to pass the course. Sessions vary in duration, depending on the activities involved, which are subject to change. **Corequisite:** MGMT 492. **Hours per week vary.**

490. BUSINESS INTERNSHIP
3 hours credit
Intern experience in business or government. May be used as a business concentration/track elective if approved by the school dean. **Prerequisites:** Junior status; business, accounting, information systems or economics major; placement and approval by the ABLE program director; and admission to Professional Program.

491. ADVANCED BUSINESS INTERNSHIP
3 hours credit
Research associated with an internship experience in business or government. **Prerequisites:** BUAD 490, approval of the ABLE program director and admission to Professional Program.

494. DIRECTED STUDY IN BUSINESS/ACCOUNTING/ISMN
1-3 hours credit
For students who desire to do research or pursue a special topic in business administration. **Prerequisites:** Junior/senior status and permission of instructor prior to registration.

530. GRADUATE SURVEY OF QUANTITATIVE ANALYSIS
3 hours credit
Introduction to the decision-making tools and techniques for making operational, administrative and upper management-level decisions. Mathematical and statistical models applied to managerial decision-making situations. **Prerequisites:** Provisional status in M.B.A. program and MATH 160 and INFO 111 or equivalent. **Three hours per week.**

615. RESEARCH METHODOLOGY
3 hours credit

Designed to develop techniques and methods for research. Includes identifying and defining managerial problems, reviewing the literature and stating problems in terms of testable hypotheses and methods of testing hypotheses. Major research paper required. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

685. INTERNATIONAL BUSINESS SEMINAR
3 hours credit

Study of international aspects of business management and the environment of international business. Topics selected from international finance, the economics of international finance, the economics of international trade, environmental factors (e.g., cultural, legal, political) and the major aspects of business operations in the global environment (including accounting, human resource management, marketing, production and strategic management). **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

686. GLOBAL BUSINESS
3 hours credit

Study of the global aspects of business within its environment. Topics selected from international finance, the economics of international trade, environmental factors (e.g., cultural, legal, political) and the major aspects of business operations within its global environment (including accounting, human resource management, marketing, production and strategic management). Part or all of the course will be held in another country. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

696. GRADATE BUSINESS STUDY ABROAD
3 hours credit

Examines advanced business topics in an international setting. Specific topics selected from fields of accounting, economics, finance, information systems, management or marketing, depending on the instructor's area of expertise. Part or all of the course will be held outside the United States. May be taken twice under different subtitles. **Prerequisite:** Admission to M.B.A. program and to a Perdue School study abroad program. **Three hours per week.**

698. DIRECTED INDEPENDENT STUDY
1-3 hours credit

Individual tutorial course including research topics not covered in other courses. May be taken twice under different subtitles. **Prerequisites:** Admission to M.B.A. program and written permission from both the instructor and the M.B.A. program director.

699. SPECIAL TOPICS IN BUSINESS
1-3 hours credit

Study of specific problems and issues in business administration. May be taken twice under different subtitles. **Prerequisite:** Admission to M.B.A. program. **One to three hours per week.**

CHEMISTRY (CHEM)

100. INTRODUCTION TO CHEMISTRY
3 hours credit

Study of the fundamentals of chemistry with emphasis on the development of reasoning and quantitative skills necessary for problem solving. Students with little or no previous algebra/chemistry may wish to take this course prior to CHEM 121. Does not satisfy chemistry major requirements. **Three hours per week.**

101. PHYSICAL SCIENCE
4 hours credit

Introduces students to the fundamental concepts of the physical sciences. The course will emphasize practical applications, especially those which integrate all of the natural sciences. Credit may not be received for both CHEM 101 and PHYS 101. **Prerequisite:** This course assumes an understanding of college algebra. MATH 130 is recommended for elementary education majors. **Three hours lecture, two hours laboratory per week. Meets General Education IIIA or IIIB.**

107. CHEMISTRY: A HUMANISTIC PERSPECTIVE
4 hours credit

Study of the development of chemistry and the impact of chemistry on our world. Chemical principles and concepts are used to understand applications of chemistry to our everyday lives. **Three hours lecture, two hours laboratory per week. Meets General Education IIIA or IIIB.**

109. ENERGY AND THE ENVIRONMENT
4 hours credit

Study of the interaction of physical science and the environment, providing students not majoring in science an understanding of the scientific principles in our technological society. **Three hours lecture, two hours laboratory per week. Meets General Education IIIA or IIIB.**

121. GENERAL CHEMISTRY I
4 hours credit

Study of fundamental laws of chemistry and atomic structure emphasizing quantitative relationships. **Prerequisite:** This course assumes an understanding of high school chemistry and algebra. **Three hours lecture, three hours laboratory per week. Meets General Education IIIA or IIIB.**

122. GENERAL CHEMISTRY II
4 hours credit

Continuation of CHEM 121, including chemical equilibrium, electrochemistry and organic chemistry. **Prerequisite:** CHEM 121. **Three hours lecture, three hours laboratory per week. Meets General Education IIIA or IIIB.**

207. LABORATORY SAFETY
1 hour credit

Development of skills and attitudes for working with chemicals in a confident and responsible way. Emphasis on safety precautions and emergency procedures in case of a chemical accident. **Prerequisite:** CHEM 122. **One hour per week.**

210. INTRODUCTION TO CHEMICAL RESEARCH
1-3 hours credit

Introduction to individual directed study on an approved subject under faculty supervision. Written report required. May be taken twice for credit. May not be used to satisfy requirements for chemistry major or minor. **Prerequisite:** Permission of the department chair. **Two hours laboratory per week per credit hour.**

212. CHEMISTRY OF THE ELEMENTS
2 hours credit

Introduction to the properties and reactivities of the elements and their compounds. Emphasis on interpreting trends of the periodic table to predict physicochemical behavior. **Prerequisite:** CHEM 122. **Two hours per week.**

220. HUMANS AND THE ENVIRONMENT
4 hours credit

Interdisciplinary laboratory course in conjunction with the departments of Biology and Geography and Regional Planning, designed for non-science majors to develop awareness of ways earth's environment is influenced by human activities and effects of the environment on human society. May not be repeated for credit in the Biology or Geography and Regional Planning departments within the major. For students in the Honors Program. **Three hours lecture, two hours laboratory per week. Meets General Education IIIA or IIIB.**

221. ORGANIC CHEMISTRY I
4 hours credit

Systematic study of the compounds of carbon including their organization, preparation and typical reactions. Classes of compounds studied include aliphatic hydrocarbons, aromatic hydrocarbons. **Prerequisite:** CHEM 122. **Three hours lecture, three hours laboratory per week. Meets General Education IIIB.**

222. ORGANIC CHEMISTRY II
4 hours credit

Continued study of carbon compounds including acid derivatives, aldehydes, ketones, amines and phenols. Emphasis on the mechanism and stereochemistry of organic reactions. **Prerequisite:** CHEM 221. **Three hours lecture, three hours laboratory per week.**

310. INTERMEDIATE CHEMISTRY RESEARCH
1-3 hours credit

Intermediate level individual chemical research on an approved subject under supervision of a member of the faculty. Written report and seminar presentation required. May be taken twice for credit. May not be used to satisfy requirements of chemistry major or minor. **Prerequisites/Corequisites:** CHEM 221 and permission of department chair. **Two hours laboratory per week per credit.**

311. SURVEY OF PHYSICAL CHEMISTRY
3 hours credit

Survey of physical chemistry and its application to biological systems. Designed for students wishing to complete the chemistry/biochemistry track. **Prerequisites:** CHEM 122, MATH 201, PHYS 123 or PHYS 223. MATH 202 recommended. **Three hours per week.**

321. ANALYTICAL CHEMISTRY
4 hours credit

Study of the theory and applications of classical and modern analytical techniques. Includes volumetric, potentiometric, spectrophotometric and chromatographic methods. **Prerequisite:** CHEM 122. **Three hours lecture, three hours laboratory per week. Meets General Education IIIB.**

333. INSTRUMENTAL ANALYSIS
3 hours credit

Study of the theoretical and practical aspects of modern instrumental analysis. Topics include information processing, spectroscopic, chromatographic and electrochemical methods. **Prerequisite:** CHEM 321. **Three hours per week.**

341. PHYSICAL CHEMISTRY I
3 hours credit each

Comprehensive study of the fundamental concepts of physical chemistry. **Prerequisites:** CHEM 122, MATH 201, PHYS 123 or 223. MATH 202 recommended. **Three hours per week.**

342. PHYSICAL CHEMISTRY II
3 hours credit each

Comprehensive study of the fundamental concepts of physical chemistry. **Prerequisites:** CHEM 122, PHYS 309, PHYS 123 or 223. **Three hours per week.**

381. ENVIRONMENTAL CHEMISTRY
3 hours credit

Introductory survey of contemporary issues and problems in the chemistry of the environment. Chemistry of the atmosphere, natural and treated waters, and wetlands examined and discussed. Numerical application problems solved in group settings. **Prerequisite:** CHEM 222. **Three hours per week.**

406. INORGANIC CHEMISTRY
3 hours credit

Study of the theoretical concepts of inorganic chemistry with focus on the relationship between structure, bonding and reactivity. Emphasis on the chemistry of transition metals. **Prerequisite/Corequisite:** CHEM 341 or 311. **Three hours per week.**

408. POLYMER CHEMISTRY
3 hours credit

Study of the fundamental concepts of polymer chemistry with emphasis on structure, stereochemistry, synthesis and properties. **Prerequisites:** CHEM 222, 342. **Three hours per week.**

409. ELECTROCHEMISTRY
3 hours credit

Study of the theory and applications of modern electrochemistry. Topics include a review of electrochemical cells, ion-selective electrodes, electrophoresis, polarography, cyclic voltammetry, corrosion processes and impedance measurements. **Prerequisite:** CHEM 333. **Three hours per week.**

410. CHEMICAL RESEARCH
3 hours credit

Individual undergraduate research on approved subject under supervision of a member of the staff. Written report, seminar presentation required. May be taken twice for credit. **Prerequisites.** Twenty-four credits of chemistry and permission of department chair. **Six hours laboratory per week, conference with the instructor.**

412. ORGANIC CHEMISTRY III
3 hours credit

Continued study of carbon compounds including aryl halides, heterocyclic, polynuclear aromatic, unsaturated carbonyl and the organic compounds of sulfur and phosphorus. Emphasis on reaction mechanism and the interaction of functional groups. **Prerequisite:** CHEM 222. **Three hours per week.**

413. INTERNSHIP/CO-OP IN CHEMISTRY
3 hours credit

Work experience designed to provide qualified students opportunities to use acquired chemical knowledge in a professional way. Written report, seminar presentation required. **Prerequisites:** Twenty-four credits of chemistry, permission of department chair. **Six hours work per week, conference with supervisor.**

415. SEMINAR
2 hours credit

Introduces students to the literature, writing styles and oral presentation styles used by the scientific community in general, and the field of chemistry specifically. Builds skills in discussing current topics in chemistry. **Prerequisite:** Junior standing or permission of instructor. **Two hours per week.**

417. BIOCHEMISTRY I
4 hours credit

Application of chemical principles to biological systems through study of the properties, analysis, functioning and relationship of proteins, carbohydrates, lipids and nucleic acids. May not be taken for credit if student has credit for CHEM 407. **Prerequisite:** CHEM 222. **Three hours lecture, three hours laboratory per week.**

418. BIOCHEMISTRY II
3 hours credit

Study of the intermediary metabolism of biomolecules and the biochemistry underlying the expression of information contained in DNA in the synthesis of biomolecules. **Prerequisite:** CHEM 417. **Three hours per week.**

419. BIOCHEMICAL METHODS
4 hours credit
Blended lecture and laboratory-based exploration of biochemical techniques commonly used in industrial and academic laboratories. Demonstrates the relationship between structure and function of biomolecules. Cross-listed with BIOL 440. May not receive credit for both CHEM 419 and BIOL 440. **Prerequisite/Corequisite:** CHEM 418. **Six hours per week.**

441. ADVANCED EXPERIMENTAL CHEMISTRY I
4 hours credit
Blended lecture/lab experience in experimental chemistry. Emphasis on the relationship between synthesis, instrumental methods and thermodynamic principles. **Prerequisites:** CHEM 333; CHEM 311 or 341. **Six hours per week.**

442. ADVANCED EXPERIMENTAL CHEMISTRY II
4 hours credit
Continuation of CHEM 441. Blended lecture/lab experience in experimental chemistry. Emphasis on the relationship between synthesis, instrumental methods and molecular structure. **Prerequisite:** CHEM 441. **Six hours per week.**

499. SPECIAL TOPICS IN CHEMISTRY
3 hours credit
Study of a specific area of chemistry. Topic varies semester to semester. May be taken twice for credit. **Three hours lecture per week/laboratory-lecture equivalent.**

599. SPECIAL TOPICS IN CHEMISTRY
3 hours credit
Study of a specific area of chemistry. Topics vary from semester to semester. May be taken twice for credit under different subtitles. Lab-lecture equivalent. **Prerequisite:** Graduate standing.

COMMUNICATION ARTS (CMAT)

100. FUNDAMENTALS OF COMMUNICATION
3 hours credit
Foundations of communication theory and practice relevant to interpersonal and public oral communication. Surveys the skills necessary to articulate oneself effectively in a variety of communication settings such as the interpersonal relationship, formal and informal groups, and public forums. **Three hours per week. Meets General Education IB.**

110. INTRODUCTION TO MASS MEDIA
3 hours credit
Theory, history, structure and functions of mass media (print, film, recording, radio, television, multimedia). **Three hours per week. Meets General Education IB.**

131. WRITING FOR BROADCASTING
3 hours credit
Fundamentals of writing for broadcasting, including basic script formats and basic forms such as public service announcements, continuity, news and dramas. **Prerequisite:** C or better in ENGL 101. **Three hours per week. Meets General Education IB.**

134. RADIO PRODUCTION
3 hours credit
Study and practice of all phases of radio production and equipment operation; includes legal and professional requirements for radio broadcasters. **Prerequisite:** C or better in CMAT 131. **Four hours per week.**

136. TELEVISION PRODUCTION
3 hours credit
Introduction to the equipment and techniques of television production. Operation of television studio production equipment; processes and procedures of producing and directing. **Prerequisite:** C or better in CMAT 131. **Four hours per week.**

200. THEORIES OF HUMAN COMMUNICATION
3 hours credit
Introductory survey of theories concerning intrapersonal, interpersonal, group, organizational, public, mass media and intercultural communication to provide the theoretical bases for further study in communication. **Prerequisite:** C or better in CMAT 100. **Three hours per week.**

205. INTERPERSONAL COMMUNICATION
3 hours credit
Study of the factors that motivate and determine communication or non-communication among individuals, of the psychological barriers and inducements to open communication and of the effects of these factors upon the people involved. **Three hours per week. Meets General Education IB.**

218. ADVANCED PUBLIC SPEAKING
3 hours credit
Designed to improve exposure and practice in the preparation and presentation of messages. Emphasizes the nature, methods and principles of public address including persuasive, informative and special occasion presentations. **Prerequisite:** C or better in CMAT 100. **Three hours per week.**

236. ELECTRONIC FIELD PRODUCTION
3 hours credit
Study of the production of television and film programs using single camera and editing techniques. **Prerequisite:** C or better in CMAT 134, 136. **Four hours per week.**

239. RADIO AND TELEVISION PRACTICUM
2 hours credit
Supervised experiences in radio and television production and performance. May be repeated once. Credits may be earned in several areas. **Prerequisite:** Permission of department chair.

246. JOURNALISM
3 hours credit
Introduction to newspaper reporting and journalistic writing; the practical problems of publishing a newspaper. **Prerequisite:** C or better in ENGL 101. **Three hours per week.**

248. INTRODUCTION TO PUBLIC RELATIONS
3 hours credit
Study of the function of public relations, the relevant communication tools, the impact of emerging technology and the tasks, roles and responsibilities of a public relations professional. Additionally, it provides students with insight into future trends. May not be taken for credit if student has credit for CMAT 443. **Prerequisite:** C or better in CMAT 131 or 246. **Three hours per week.**

249. JOURNALISM/PUBLIC RELATIONS PRACTICUM
1-2 hours credit
Offers students experiences in a variety of areas of on-campus activities. Students will be allowed to gain credit for working with groups such as the *Evergreen* yearbook, *The Flyer* newspaper, school-level newsletters or other journalism of public relations activities approved by the practicum director. May be repeated up to four credit hours. **Prerequisites:** C or better in CMAT 246 or 248 and permission of instructor. **Minimum four hours per week per credit.**

250. INSTRUCTIONAL COMMUNICATION
3 hours credit
Study of the communicative factors involved in the teaching-learning process. Explores the communication concepts applicable to classroom instruction and develops the communication skills essential in teaching groups of students. Special focus is given to communicating a supportive classroom environment, developing effective questioning strategies and effective interpersonal relationships in a classroom setting. **Three hours per week. Meets General Education IB.**

260. FUNDAMENTALS OF ORGANIZATIONAL COMMUNICATION
3 hours credit
Study of human communication systems in organizations. Students explore one-to-one, small group and one-to-many communication, and develop the skills needed in organizational communication. **Three hours per week. Meets General Education IB.**

300. INTERCULTURAL COMMUNICATION
3 hours credit
Study of correctable communication problems caused by cultural differences. Analysis of problems from communication and cultural perspectives. Emphasis on ways to avoid and correct such problems. Does not satisfy General Education requirements. **Prerequisite:** C or better in CMAT 200. **Three hours per week.**

301. COMMUNICATION RESEARCH
3 hours credit
Introduction to common communication research methods, including: literature reviews, surveys, experiments, content analysis, rhetorical criticism, ethnography, interviews and focus groups. Students learn essential research and writing skills through projects created in areas of interest such as relationships, business, media, or advertising/public relations. May not receive credit for both CMAT 297 and CMAT 301. **Prerequisite:** C or better in CMAT 200. **Three hours per week.**

304. COMMUNICATION, GENDER AND CULTURE
3 hours credit
Explores the relationships among communication, gender and culture. Illuminates the pivotal role of communication in sustaining and altering existing gender and cultural patterns. **Prerequisites:** C or better in CMAT 200, 205. **Three hours per week.**

305. INTERPERSONAL COMMUNICATION II
3 hours credit
Extension of CMAT 205. A laboratory approach to the study of communicating in relationships. Exercises and assignments assist students in examining how they talk to others and form partnerships. **Prerequisites:** C or better in CMAT 200, 205. **Three hours per week.**

306. CONVERSATIONAL ANALYSIS
3 hours credit
Study of conversational goals and strategies. Focus on recognizing and understanding role of specific features (i.e. pronouns, sentence structure) in interpersonal contexts; individual communicative strategies and their effects on conversational patterns. Readings, data analyses, two or three exams. **Prerequisites:** C or better in CMAT 200, 205. **Three hours per week.**

307. INTERPERSONAL CONFLICT
3 hours credit
Examines the role of communication in interpersonal contexts where there is a need to manage conflict. Explores how communication can reflect, create and transform conflict. Analyzes the role of power, climate, emotions and other factors that contribute to destructive or constructive conflict patterns. Emphasizes conceptual understanding and basic skills in diagnosing conflict, making recommendations, monitoring one's own behavior and third party intervention. **Prerequisite:** C or better in CMAT 205.

308. INTERVIEWING
3 hours credit
Investigates interviewing situations based on giving and/or getting information and influencing the behavior of others through persuasion. Includes exercises demonstrating most commonly used forms of the interview. **Prerequisite:** C or better in CMAT 100 or 250 or 260. **Three hours per week.**

310. SMALL GROUP DISCUSSION
3 hours credit
Participation in and analysis of small group discussion. Emphasizes communication within the small group setting and effective group decision making. **Prerequisites:** C or better in CMAT 200, 205. **Three hours per week.**

311. PARLIAMENTARY PROCEDURE
1 hour credit
Designed to familiarize the student with the fundamental practices in the process and procedures of rules of order. Explores rules of order and how they are used to guide a meeting; roles and responsibilities of the group leader; responsibilities of individual members; establishing organizations, their charters and bylaws; and the role of the parliamentarian. **One hour per week.**

312. NONVERBAL COMMUNICATION
3 hours credit
Study of human communicative behavior without the use of words. Ways of sending and receiving nonverbal messages are examined with the goal of awareness and understanding of their communicative value. **Prerequisites:** C or better in CMAT 200, 205. **Three hours per week.**

314. CONFERENCE AND MEETING MANAGEMENT
3 hours credit
Studies the basic principles and procedures for the effective management of small- and large-scale conferences and meetings in a variety of contexts, including education, sales and marketing, professional associations and government. Will apply the knowledge gained through readings and lecture to actual and simulated conferences. Students will be involved in the actual planning and management of a conference. **Prerequisites:** C or better in CMAT 200 and 248 or 260, or permission of instructor. **Three hours per week.**

315. PERSUASION
3 hours credit
Historical and critical study of persuasive forms and techniques including propaganda and advertising. Study of theory and ethics of persuasion. Practice in persuasive communication. **Prerequisite:** C or better in CMAT 200. **Three hours per week.**

316. ARGUMENTATION AND DEBATE
3 hours credit
Study of the basic principles of argumentation, rational decision making and advocacy. Concepts include logical reasoning, analysis and critical thinking. Practice in the presentation and application of these principles. **Prerequisite:** C or better in CMAT 200. **Three hours per week.**

330. BROADCAST JOURNALISM
3 hours credit
Principles, forms and techniques of broadcast journalism. Practicum in broadcast news writing, editing, processing and delivery. Practical experience in producing magazine-style news packages for a weekly newscast. **Prerequisite:** C or better in CMAT 236 or permission of instructor. **Corequisite:** CMAT 339. **Three hours per week.**

331. DRAMATIC WRITING FOR RADIO AND TELEVISION
3 hours credit
Instruction in the elements of drama, broadcast writing techniques, forms and styles. Assignments include creating scripts for such broadcast genres as public service

announcements, docudramas and comedies. **Prerequisite:** C or better in CMAT 131. **Three hours per week.**

332. MEDIA CRITICISM AND ANALYSIS
3 hours credit

Development of critical viewing skills through analysis of program conventions, genres and media aesthetics, and through intensive writing. **Prerequisites:** C or better in CMAT 110, 200. **Three hours per week.**

333. DOCUMENTARY PRODUCTION
3 hours credit

Investigates documentary styles and techniques. Emphasizes the documentary production process, familiarity with variety of documentary styles and good production skills. **Prerequisite:** C or better in CMAT 236 or permission of instructor. **Three hours per week.**

334. THE MASS MEDIA IN SOCIETY
3 hours credit

Critical study of the persuasive elements generated through the mass media, and the resulting influence the media exert upon society. **Prerequisites:** C or better in CMAT 110, 200. **Three hours per week.**

335. COMMUNICATING ON THE WEB
3 hours credit

Acquaints the student with the numerous and varied elements contained on the Internet. The course will enhance communication skills specifically for the networked environments and discuss how to reach specific audiences on the net. Instruction includes media writing, page design, site development and learning about hypertext markup language. Integral to the course is evaluating and analyzing Web based content. **Prerequisites:** C or better in CMAT 110, 131. **Three hours per week.**

336. ADVANCED TELEVISION PRODUCTION
3 hours credit

Application to advanced television production of principles and processes learned in earlier production classes. Creation of programming for campus cable. **Prerequisites:** C or better in CMAT 136, 236. **Four hours per week.**

337. INTERNATIONAL MEDIA SYSTEMS
3 hours credit

Introduction and examination of the media systems of countries around the globe with emphasis on the effects geo-political and cultural forces have on the development of specific mass communication channels throughout the world. **Prerequisite:** Junior standing. **Three hours per week.**

338. ISSUES IN BROADCAST MANAGEMENT
3 hours credit

Students confront some of the problems faced by contemporary broadcast managers and seek to determine viable solutions. Topics include economics, personal relations, programming, organization, production, advertising and business, community relations and Federal Communications Commission rules and regulations. **Prerequisite:** C or better in CMAT 332 or 334. **Three hours per week.**

339. PRODUCING THE NEWS
3 hours credit

Application of broadcast journalism principles and processes in the production of a newscast. Includes designing, directing, on-camera presentation and ethical issues. Emphasizes creation of a weekly magazine-style news program for campus cable and local access. **Prerequisite:** C or better in CMAT 236 or permission of instructor. **Corequisite:** CMAT 330. **Four hours per week.**

340. PUBLIC RELATIONS WRITING
3 hours credit

Study of writing techniques and formats for public relations applications, including radio and television public service announcements, video news releases, speech writing, media kit preparation, and print media news releases. **Prerequisites:** CMAT 246, 248. **Three hours per week.**

341. FEATURE WRITING
3 hours credit

Principles of research, organization and style for newspaper feature articles. Writing articles for possible submission to selected journals and newspapers. **Prerequisite:** C or better in CMAT 246. **Three hours per week.**

342. COMMUNICATING WITH ADVERTISING
3 hours credit

Focuses on the study and practice of planning and creating advertisements and advertising techniques such as campaign planning, copy writing and media placement. Explores the aesthetic dimensions of advertising expression and cultural dimensions of reading and interpreting advertisements. Overview of how the advertising industry operates, what ad people do, and the effects of advertising on society. **Prerequisite:** C or better in CMAT 131 or 246. **Three hours per week.**

345. SPORTS COMMUNICATION
3 hours credit

Places sports in a social perspective and teaches students to study and apply skills required of sportswriters, sportscasters and sports information specialists. **Prerequisite:** C or better in CMAT 246. **Three hours per week.**

346. PUBLIC AFFAIRS REPORTING
3 hours credit

Examines media coverage of public agencies and social issues while emphasizing civic journalism. **Prerequisite:** C or better in CMAT 246. **Three hours per week.**

348. PUBLICATION DESIGN
3 hours credit

Instruction in the principles, theories and applications of typography, layout, design, editing and production for newsletters, brochures, newspapers, magazines and other publications. The course is designed to help develop desktop publishing skills. **Prerequisite:** C or better in CMAT 340 or 341 or permission of the instructor. **Three hours per week.**

365. MANAGERIAL COMMUNICATION
3 hours credit

Study of the role of the manager as a communicator at various organizational levels. Students study various communication strategies available to managers. Topics include information processing; presenting, receiving and gathering information; goal setting; decision making and change. **Prerequisites:** C or better in CMAT 200, 260. **Three hours per week.**

390. STUDIES IN INTERPERSONAL AND ORGANIZATIONAL COMMUNICATION
3 hours credit

Study in interpersonal, organizational or public communication process and messages. May be taken twice under different subtitles. **Prerequisite:** C or better in CMAT 200. **Three hours per week.**

391. STUDIES IN MASS MEDIA
3 hours credit

Study of various mass media concepts as they impact contemporary society. May be repeated a maximum of two times under different subtitles. **Prerequisite:** C or better in CMAT 200. **Three hours per week.**

394. STUDIES IN JOURNALISM/PUBLIC RELATIONS
3 hours credit

Study of various concepts, theories and/or practices in journalism or public relations. May be repeated under different subtitles. **Prerequisite:** C or better in CMAT 200. **Three hours per week.**

397. INDEPENDENT TELEVISION PRODUCTION
3 hours credit

Students propose a program for production with the advice and permission of an instructor prior to registration. Types of programs may include (but are not limited to) a series (news, talk or game show) for SU-TV, a full-length corporate video for a local "client," a full-length informative video on a regional issue, or a feature-length drama. Only three hours may be counted toward upper-level major requirements. May be taken twice for a total of six credit hours. **Prerequisites:** C or better in CMAT 330 or 336, junior standing, 3.0 grade point average in CMAT, written permission of the instructor. **Three hours per week.**

400. ADVANCED COMMUNICATION THEORY
3 hours credit

Selected philosophies and theories of human communication, encompassing structures, forms and contexts of communication, which include cultural contexts, assumptive bases and world views of theories and theorists. **Prerequisites:** C or better in CMAT 200 and junior standing. **Three hours per week.**

405. FAMILY COMMUNICATION
3 hours credit

Characterization of family styles of communication as they reflect values, attitudes and perceptions of family members as a group. Examination of effects of individual communication strategies on development of family patterns of interaction. Selected readings, field research, two exams. **Prerequisites:** C or better in CMAT 200, 205. **Three hours per week.**

430. POLITICAL COMMUNICATION
3 hours credit

Studies the role of media and rhetoric in political campaigns and the political process. **Prerequisites:** C or better in CMAT 200 and junior standing; or permission of the instructor. **Three hours per week.**

438. MASS COMMUNICATION LAW
3 hours credit

Consideration of the legal and regulatory context of mass communication. Topics include constitutional, first amendment and statutory issues and the study of regulatory agencies and processes. **Prerequisite:** C or better in CMAT 332 or 334. **Three hours per week.**

440. MEDIA AND CRIMINAL JUSTICE
3 hours credit

Course enhancing the understanding of the media-criminal justice relationship as media coverage corresponds with heightened public demand for accountability in law enforcement, corrections, legal and judicial agencies. Study news coverage and entertainment portrayals of institutional and source-reporter interaction in criminal justice agencies, which are developing sophisticated public information and media relations strategies. Evaluate whether the public can be better informed without sacrificing the integrity of media and criminal justice agencies. **Prerequisite:** C or better in CMAT 248 or 332 or 334. **Three hours per week.**

444. ENVIRONMENTAL COMMUNICATION
3 hours credit

Focuses on the reporting and dissemination of environmental policy, information and education, environmental reporting and environmental public relations. Also discusses risk and crisis communication management. **Prerequisites:** C or better in CMAT 200, 248 or permission of the instructor. **Three hours per week.**

448 PUBLIC RELATIONS CASES AND STRATEGIES
3 hours credit

Examines public relations cases while developing strategies and scenarios for response. **Prerequisite:** C or better in CMAT 248. **Three hours per week.**

460. APPLIED ORGANIZATIONAL COMMUNICATION
3 hours credit

Examines the process of communication from the perspective of the whole organization and studies various structures in business, education, the arts, etc. in order to analyze and improve communication. **Prerequisite:** C or better in CMAT 200. **Three hours per week.**

465. COMMUNICATION TECHNOLOGY
3 hours credit

Examines innovations in communication techniques and applications. Topics include satellite and terrestrial based technology, conferencing, decision support systems, computer mediated communication and the impact of technology on the communication process and communicators. **Prerequisites:** C or better in CMAT 110, 200. **Three hours per week.**

490. COMMUNICATION SEMINAR
3 hours credit

Intensive study in speech or communication studies. Students should choose a seminar in their track. Substantial research paper/academic project and class presentation are required. May be taken twice under different subtitles. **Prerequisites:** C or better in CMAT 200 and junior standing. **Three hours per week.**

492. INDEPENDENT STUDY
1-3 hours credit

Student must choose a topic for investigation with the advice of an instructor prior to registration. The student must then submit a proposal including a letter of intent, an outline of the proposed study and an abstract of the intended topic area. Prior familiarity and work with the topic are recommended. Variable credit; may be taken twice. **Prerequisite:** Permission of department chair. **Hours arranged.**

495. INTERNSHIP IN COMMUNICATION
3-6 hours credit

Provides practical experience in the application of theoretical concepts including broadcasting, theatre, journalism, organizational communication, public relations, training, etc. Only three hours may be counted toward upper-level major requirements. May be taken twice for a total of six credit hours. **Prerequisites:** C or better in CMAT 100, 110, 200, junior standing, track core courses, 2.5 overall G.P.A., 3.0 G.P.A. in CMAT, and permission of the department. **Three to six hours per week.**

497. INDEPENDENT RESEARCH
3 hours credit

Designed to encourage students to pursue an important area of research in communication. Allows a student to study a subject area in more depth than possible in the traditional classroom setting. With the advice of an instructor, the student must submit a proposal including a letter of intent, an outline of the proposed study with bibliography and an abstract of the intended topic area. The project should ideally be new research as an addendum to an earlier project. A public presentation of research is required. **Prerequisites:** C or better in CMAT 200, 301, (at least 3.0 GPA in CMAT courses) permission of department chair and approval and cooperation of supervising instructor. **Three hours per week.**

499. HONORS
3 hours credit

Independent study undertaken for departmental honors at the invitation of the department.

500. ORAL READING AND THE TEACHING OF LITERATURE

3 hours credit

Designed to lead the student to an awareness of literature through the performing self to reinforce the concept that one's physiological and psychological processes are bound together in the act of understanding what stories and poems mean. **Three hours per week.**

501. ADVANCED COMMUNICATION THEORY

3 hours credit

Selected philosophies and theories of human communication, encompassing structures, forms and contexts of communication, which include cultural contexts, assumptive bases and world views of theories and theorists. **Prerequisite:** Graduate status. **Three hours per week.**

510. SEMINAR IN INTERPERSONAL COMMUNICATION

3 hours credit

The investigation of speech-communication from the point of view of conflict, manipulation, barriers and breakdowns—factors which undermine human potential for optimum reciprocal social intercourse. **Three hours per week.**

530. POLITICAL COMMUNICATION

3 hours credit

Studies the role of media and rhetoric in political campaigns and the political process. **Prerequisite:** Graduate status. **Three hours per week.**

590. COMMUNICATION SEMINAR

3 hours credit

Intensive study of a selected topic in speech, communication studies or theatre. May be repeated under different subtitles. **Prerequisite:** Graduate status. **Three hours per week.**

592. INDEPENDENT STUDY

1-3 hours credit

Student must choose a topic for investigation with the advice of an instructor prior to registration. Variable credit; may be taken twice. **Prerequisites:** Graduate status, Permission of department chair. **Hours arranged.**

645. ORGANIZATIONAL COMMUNICATION

3 hours credit

Designed to improve a manager's effectiveness in communicating on both an interpersonal and systems level. Topics include dissemination of information, writing style and format. Includes theories and models in communication. Emphasis on solving business communication problems. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

COMPUTER SCIENCE (COSC)

116. INTRODUCTION TO COMPUTER SYSTEMS

4 hours credit

Overview of computer science and the theory and application of computer fundamentals. Lab activities include: file and directory/folder manipulation, word processing, spreadsheets and program implementation. May not be taken for credit if student already has credit for any of the following: COSC 110, 112, 115, INFO 111. **Three hours lecture, two hours laboratory per week. Meets General Education IIIB.**

117. PROBLEM SOLVING WITH JAVA

3 hours credit

Introductory course in computer programming, which involves solving problems by designing, implementing and testing algorithms. Implementation will be done in the object-oriented language Java. Emphasis throughout the course is on problem solving and learning to develop computer programs that are reliable, well-documented, efficient, cross-platform and correct. Students will be introduced to the Windows programming environment and Internet applications. Applets (Java programs that are bound to html files for use on the Web) and Java graphics will be emphasized and introduced early in the course. **Two hours lecture, two hours laboratory per week. Meets General Education IIIB.**

118. INTRODUCTORY SCIENTIFIC PROGRAMMING

4 hours credit

Introduction to program design and development. Programs focus on development of applications for science, including applications related to GIS. The object-oriented approach is emphasized throughout. No previous programming experience is required. **Three hours lecture, two hours laboratory per week.**

120. COMPUTER PROGRAMMING

4 hours credit

Step-by-step approach to problem solving, modular structured design, and structured programming in C++. Emphasizes production of readable, well documented, efficient, tested and correct programs. Includes time intensive assignments. **Three hours lecture, two hours laboratory per week. Meets General Education IIIB.**

220. DATA STRUCTURES AND ALGORITHM ANALYSIS

4 hours credit

Object-oriented approach to design and implementation of medium to large software projects. Abstract data types including lists, stack and queues. Emphasizes design trade-offs based on analysis of run time and storage requirements. Includes time-intensive assignments. **Prerequisite:** COSC 120. **Corequisite:** MATH 210. **Three hours lecture, two hours laboratory per week. Meets General Education IIIB.**

250. MICROCOMPUTER ORGANIZATION

4 hours credit

Organization and internal behavior of microcomputer hardware: digital logic, Boolean algebra, switching networks, design of memories and ALUs, controllers, microprocessor architecture, introduction to machine code and assembly language. Credit may not be received for both COSC 250 and PHYS 322. **Prerequisite:** COSC 116 or 120. **Three hours lecture, two hours laboratory per week. Meets General Education IIIB.**

320. ADVANCED DATA STRUCTURES AND ALGORITHM ANALYSIS

3 hours credit

Continuation and expansion of the material in COSC 220. Topics include data abstraction; trees, graphs, networks and tables; calculating time/space complexities; advanced searching and sorting algorithms; and programming tools. **Prerequisites:** COSC 220, MATH 210. **Three hours per week.**

350. SYSTEMS SOFTWARE

4 hours credit

Study of programming at the systems level, mostly in a UNIX environment. Topics include processes, threads, sockets, basic I/O operations, interprocess communication and use of Shell and Perl scripts. **Prerequisites:** COSC 220, 250. **Three hours lecture, two hours laboratory per week.**

362. MATHEMATICAL FOUNDATIONS OF COMPUTER SCIENCE

3 hours credit

Applications of discrete mathematics to computer science and introduction to the theory of computation. Topics include automata and formal languages, computability by Turing machines and recursive functions, undecidability and computational complexity. Cross-listed with MATH 362. **Prerequisites:** COSC 120, MATH 210. **Three hours per week.**

370. COMPUTER NETWORKS

3 hours credit

Theory and practice of data communication between computing devices. Investigates network architectures, wide- and local-area networks, ISO network layers. Emphasis is on the underlying theory and how network design affects network performance. Study of encoding systems, routing control, transport protocols, programming for networks, socket programming and remote procedure calls. **Prerequisites:** MATH 210, 213, 214 and COSC 220. **Three hours per week.**

380. INTERNSHIP

3 hours credit

Students work under supervisors in a local firm or public institution in conjunction with an advisor from the department. Cross-listed with MATH 380. MATH/COSC 380 may be taken twice for a maximum of six credits, but used only once toward a major in mathematics or computer science. **Prerequisite:** Approval of department chair. **Eight to ten hours per week.** *(P/F)*

385. DIRECTED STUDY

1-4 hours credit

For students who desire to pursue a special topic in computer science not covered in the current curriculum. Under most circumstances students will take this course for three credit hours. This course may be repeated under different subtitles, for a total of 9 credits, but only a total of four credit hours from MATH 385 and/or COSC 385 may be used toward a major or minor. **Prerequisite:** Permission of the instructor and the chair of the Department of Mathematics and Computer Science. **One to four hours per week.**

390. UNDERGRADUATE RESEARCH PROJECT

1-3 hours credit

Offers study of some area of computer science in more depth than is possible in the usual classroom setting. Students work on projects under the direction of faculty members. **Prerequisite:** Department chair approval. *(P/F)*

422. ORGANIZATION OF PROGRAMMING LANGUAGES

3 hours credit

Study of the organization of programming languages, with emphasis on their formal specifications and on the run-time behavior of procedural, object-based, functional and logic programming languages. History, syntax and grammar, control, binding, pointers, blocks, parameters, and encapsulation. **Prerequisite:** COSC 220. **Three hours per week.**

425, 426. SOFTWARE ENGINEERING I, II

3 hours credit

Study of conventional and object-oriented software engineering principles and methods: the human-computer interface, requirements analysis, prototyping, software design, system models, use of tools, project management, implementation, testing strategies, software metrics, maintenance, quality assurance, ethics and professional responsibility. Use of standards, verification and validation, configuration management, quality assurance and human factors. Student teams will analyze a real-world problem and design, implement, document and test a software system based upon the specified requirements. COSC 426 is a continuation of 425. **Prerequisite:** COSC 320. **Three hours per week.**

450. OPERATING SYSTEMS

3 hours credit

Analysis of the operating system, the program which supervises the activity of the computer. Study of processes, interprocess communication, scheduling, I/O systems, deadlock, file systems, memory management, security/protection mechanisms and resource allocation. **Prerequisite:** COSC 350. **Three hours per week.**

456. COMPUTER ARCHITECTURE

3 hours credit

Advanced study of computer systems which includes addressing modes, parallelism, pipeline processing, memory management, control designs and I/O interrupts. Various architectures compared and contrasted. **Prerequisites:** COSC 220, 250. **Three hours per week.**

482. COMPUTER GRAPHICS

3 hours credit

Generate and manipulate graphic information using the computer. Emphasis on the analysis of fundamental problems associated with these activities and on the structured design of solutions. Cross-listed with MATH 482. May not receive credit for both COSC 482 and MATH 482. **Prerequisites:** COSC 120, MATH 306. **Three hours per week.**

490. SPECIAL TOPICS

3 hours credit

Seminar course with content that varies semester to semester (e.g., artificial intelligence, compiler construction or other topics suggested by faculty or students). May be taken twice under different titles. **Prerequisite:** COSC 220. **Three hours per week.**

495. DIRECTED CONSULTING

4 hours credit

Provides teams of 3-12 students with experience in using mathematical and computing tools to solve real-world problems posed by a client organization, such as a research institute, business or industry. Combines individual and group work, and requires the presentation of a written and oral report to the client organization and the department. Cross-listed with MATH 495. COSC/MATH 495 may be taken twice for a maximum of eight credits, but used only once toward a major in mathematics or computer science. **Prerequisite:** Invitation of department chair. **Four hours per week.** *(P/F)*

501. COMPUTER SCIENCE FOR MATH AND SCIENCE TEACHERS

3 hours credit

Study of microcomputers, advanced programming concepts and other topics appropriate to secondary school teachers of mathematics and science. Graduate credit only. **Prerequisites:** Ability to design and write clear programs; COSC 120.

522. ORGANIZATION OF PROGRAMMING LANGUAGES

3 hours credit

Study of the organization of programming languages, with emphasis on their formal specifications and on the run-time behavior of procedural, object-based, functional and logic programming languages. History, syntax and grammar, control, binding, pointers, blocks, parameters, and encapsulation. Credit may not be received for more than one: COSC 422, COSC 522. **Prerequisites:** COSC 220, graduate standing required. **Three hours per week.**

550. OPERATING SYSTEMS

3 hours credit

Analysis of the operating system, the program which supervises the activity of the computer. Study of processes, interprocess communication, scheduling, I/O systems, deadlock, file systems, memory management, security/protection mechanisms and resource allocation. Credit may not be received for more than one: COSC 450, COSC 550. **Prerequisites:** COSC 350, graduate standing required. **Three hours per week.**

582. COMPUTER GRAPHICS

3 hours credit

Generate and manipulate graphic information using the computer. Emphasis on the analysis of fundamental problems associated with these activities and on the structured design of solutions. Cross-listed with MATH 482. Credit may not be received for more than one: COSC 482, COSC 582, MATH 482, MATH 582. **Prerequisites:** COSC 120, MATH 306, graduate standing required. **Three hours per week.**

590. SPECIAL TOPICS
3 hours credit
Seminar course with content that varies semester to semester (e.g., artificial intelligence, compiler construction or other topics suggested by faculty or students). May be taken twice under different titles. **Prerequisites:** COSC 220, graduate standing required. **Three hours per week.**

CONFLICT ANALYSIS AND DISPUTE RESOLUTION (CADR)

100. FOUNDATIONS OF CONFLICT AND CONFLICT RESOLUTION
3 hours credit
Surveys the basic practical and theoretical foundations of conflict and conflict resolution. Introduces students to the basic theories and practices of conflict resolution, providing them with a grounding in theories of conflict, its application and the dynamics of conflict. Students will learn to understand their own conflicts and how the theories, skills and practices of conflict resolution can make conflict productive. **Three hours per week. Meet General Education IIB.**

201. CONFLICT RESOLUTION PROCESSES
3 hours credit
Teaches the theoretical and practical application of negotiation, mediation and facilitation. Participants will be taught how to do basic negotiation, mediation and facilitation as well as when it is best to use each process. Hands-on experience will be available through the Center for Conflict Resolution, whose programming includes the student-run Campus Mediation Center. **Three hours per week. Meets General Education IIB.**

202. DYNAMICS OF SOCIAL CONFLICT - CASE STUDY ANALYSIS
3 hours credit
Examines a variety of case studies that analyze the dynamics and variables that lead to the generation, escalation and de-escalation of complex social conflicts. Explores a variety of theoretical and practical ways to solve difficult disputes. Role-plays, guest resource persons and a final class project will serve to develop these practical and analytical skills. **Three hours per week.**

225. SOCIOLOGY OF CONFLICT AND NONVIOLENCE
3 hours credit
Seeks answers to questions about why humans use violence to resolve conflict and what social forces produce conflict in families, ethnic and racial groups, economic groups and nation states. Explores nature and practice of nonviolent conflict resolution. Cross-listed with SOCI 225. May not receive credit for both CADR 225 and SOCI 225. **Three hours per week. Meets General Education IIB.**

300. THEORIES OF CONFLICT AND CONFLICT RESOLUTION
3 hours credit
Examines the root cause of social conflict from a variety of theoretical perspectives. Conflict analysis is examined using psychological, sociological, anthropological, political and internal national relations perspectives. Identifies various factors, variables and social dynamics that often signal the onset of social conflict. **Three hours per week.**

301. INTERNATIONAL CONFLICT AND CONFLICT RESOLUTION
3 hours credit
Focuses on the variety of root sources of conflict between nation states. Underscores the early detection and successful prevention of large-scale acts of aggression and violence between nation states. Case studies will be employed to understand and explain these international disputes. Some key players in these conflicts will serve as resource persons for class. **Three hours per week.**

302. CROSS-CULTURAL CONFLICT ANALYSIS AND INTERVENTION
3 hours credit
Culture and its impact on the interactions of individuals and groups is the core concern of this course. The norms, roles, values, beliefs and traditions of various ethnic and racial groups are primordial to an understanding of why there is conflict among groups. This class emphasizes cultural awareness as a means of more fully understanding the dynamics of controversies among different groups and examines a variety of "rational" systems, belief and value structures that directly clash with those of neighboring groups. **Three hours per week.**

303. STUDIES IN CONFLICT ANALYSIS AND DISPUTE RESOLUTION
3 hours credit
Selected areas of study within varied subfields of conflict analysis and dispute resolution. Course may be taken three times under different subtitles. **Prerequisites:** CADR 100, 201. **Three hours per week. Meet General Education IIB.**

309. RESEARCH I: SOCIAL RESEARCH
3 hours credit
Introduction to social science research methods. Emphasis on research designs, including formulation of questions, conceptualization, measurement sampling and involvement in practical research activity. Cross-listed with SOCI 309. May not receive credit for both CADR 309 and SOCI 309. **Three hours lecture, two hours laboratory per week. Meets General Education IIB.**

310. RESEARCH II: STATISTICAL METHODS
4 hours credit
Advanced training in social science research methods. Emphasis on data analysis, including organization of data for computer processing, hypothesis testing and simple casual modeling. Cross-listed with SOCI 310. May not receive credit for both CADR 310 and SOCI 310. **Prerequisite:** CADR/SOCI 309. **Three hours lecture, two hours laboratory per week.**

400. PRACTICUM AND INTERNSHIP
3 hours credit
Provides a supervised and mentored experience practicing conflict resolution in local, regional, national or international organizations. Students are required to design their own practicum experience with the assistance of conflict analysis and dispute resolution faculty in order to best suit their particular interests, career goals and aspirations. **Prerequisites:** Permission of the instructor and junior standing are required to register for the course. Must apply for the practicum experience the semester before registering for the class. **Three hours per week.**

401. DISPUTE SYSTEMS DESIGN
3 hours credit
Examines the practical and theoretical approaches to diagnosing and solving complex organizational conflict. Students will learn how to conduct needs assessment, a variety of organizational analysis techniques and how to construct an internal dispute resolution system for organizations within the private and public sector. **Three hours per week.**

402. SENIOR SEMINAR
3 hours credit
Provides students with the opportunity to synthesize, analyze and evaluate all that they have learned in the core conflict analysis and dispute resolution (CADR) courses. Students will conduct a senior project on the analysis and resolution of a protracted social conflict of their choosing. Students will also construct a personalized knowledge "filing cabinet" that they can use to examine their own CADR strengths and areas where they want to further concentrate their academic and professional development. Students will receive a high concentration of personalized advising on their professional and academic career choices. **Three hours per week.**

403. RESOLVING ENVIRONMENTAL CONFLICT
3 hours credit
Environmental conflict is the major problem facing most civilizations in the 21st century. This course provides a systems approach to the examination of the sources of environmental conflict as well as various ways to reach resolution. The core challenge is to balance basic human needs while effectively protecting, preserving or conserving vital parts of the physical and biological environment. This course presents a number of conflict intervention models and techniques. **Three hours per week.**

404. NEGOTIATION AND CONFLICT MANAGEMENT IN BUSINESS
3 hours credit
Business conflict can not only hurt profits but personal and professional relationships and, if left unchecked, can impact large groups of people outside the business setting. Conflict management techniques and processes are presented so that students will know how to more effectively manage conflict at an interpersonal level before they escalate into a scenario that requires more people to become involved and further drain business resources. Case studies, simulations and role-plays are used to teach conflict resolution skills that serve to prevent and manage conflicts from becoming destructive. Students will also learn how to become more effective negotiators through the use of interest-based tactics and strategies. **Three hours per week.**

405. SPECIAL TOPICS
3 hours credit
Presents communication and problem solving theories relevant to conflict analysis and intervention. Focuses primarily on the human and emotional aspects of conflict and is highly pragmatic in nature focusing on communication and conflict resolution skills and models in a practice-based approach. May be taken twice under different subtitles. **Prerequisites:** CADR 100, 201. **Three hours per week.**

490. INDIVIDUAL DIRECTED STUDY
1-3 hours credit
Enables advanced students to pursue individualized work through field study or other projects of their own choosing, under the direction of a faculty member. Students may use the resources available at the Center for Conflict Resolution to become involved in on-going projects. May be repeated for a maximum of six credits with faculty approval. **Prerequisites:** CADR 100, major in conflict analysis and dispute resolution, and permission of instructor. **One to three hours per week.**

495. INDIVIDUAL RESEARCH
3 hours credit
Advanced students pursue their own research project under the direction of a faculty member or assist a faculty member in a research project. Involves both archival and qualitative and/or quantitative social science research. May be repeated for a maximum of six credits with faculty approval. **Prerequisites:** CADR 100, CADR/SOCI 309, major in conflict analysis and dispute resolution, and permission of instructor. **Three hours per week.**

DANCE (DANC)

106. DANCE COMPANY
1 hour credit
Ensemble study focuses on dance as a fine art in the rehearsal and performance of ballet, ethnic, jazz, modern and musical theatre dance works choreographed by resident faculty, professional guest artists and selected student members. May be taken for a total of eight credit hours with three applied to the dance minor or with five applied to the creative arts minor. **Prerequisite:** Previous training and audition. **Four hours per week.**

150. YOGA
3 hours credit
Study and practice of yoga. Focuses on sequences for strength, flexibility, and balance and techniques for breath awareness, meditation and relaxation. **Three hours per week. Meets General Education IB.**

162. CREATIVE MODERN DANCE I
3 hours credit
Introduction to beginning modern dance as a creative art form. Focuses on a biomechanical approach to movement and basic principles and techniques derived from the American founders of modern dance. **Three hours per week. Meets General Education IB.**

167. BALLET I
3 hours credit
Introduction to beginning classical ballet technique. Focuses on placement and body alignment, barre work, and simple adagio and allegro movements. **Prerequisite:** Little to no previous training. **Three hours per week. Meets General Education IB.**

168. JAZZ DANCE
3 hours credit
Introduction to beginning jazz dance technique. Focuses on placement, isolations and rhythmicality. **Three hours per week. Meets General Education IB.**

202. DANCE APPRECIATION
3 hours credit
Study of traditions of dance in communities around the world; provide perspective for understanding and appreciating the function of dance in human societies. **Three hours per week. Meets General Education IB.**

260. INTRODUCTION TO DANCE MOVEMENT
1 hour credit
Introduces broad principles of dance/movement, rhythmic/step analysis, notation and Laban movement analysis through traditional and cultural dance forms. Emphasizes physical experience as the source of dance through exploration, improvisation and creative problem-solving. No experience required. **Two hours per week.**

262. CREATIVE MODERN DANCE II
3 hours credit
Continuation of modern dance principles and techniques. Focuses on complex sequences and extended creative studies. **Prerequisite:** DANC 162 or equivalent. **Three hours per week. Meets General Education IB.**

267. BALLET II
3 hours credit
Continuation of classical ballet principles and techniques. Focuses on complex adagio and allegro sequences. **Prerequisite:** DANC 167 or equivalent. **Three hours per week. Meets General Education IB.**

268. MUSICAL THEATRE DANCE
3 hours credit
Survey of musical theatre dance from late 19th century African-based forms through 20th century Broadway show styles. Focuses on the study of ballroom, ballet, jazz and tap dance techniques and selected repertory. **Prerequisite:** DANC 167 or 168 or 267. **Three hours per week.**

360. DANCE TEACHING
3 hours credit
Study applies lesson planning to practicum teaching and develops a theoretical framework for the art of teaching dance. **Prerequisites:** DANC 162 or 262, 167 or 267, 168 or 268, and dance minor status. **Three hours per week.**

380. DANCE TECHNIQUE III
3-9 hours credit
Applies advanced-level training to ballet, modern dance and jazz dance techniques. May be taken for a total of nine hours. **Prerequisite:** Dance audition during the first class meeting. **Four hours per week**. *(spring semester only)*

490. SELECTED TOPICS
1-3 hours credit
Intensive study of selected topics in dance. May be repeated for a maximum of six credits under different subtitles. **Prerequisite:** Permission of instructor.

491. INDEPENDENT STUDY
1-3 hours credit
Intensive research opportunity for dance minors on a selected subject. May be taken under different subtitles for a total of three hours. **Prerequisite:** Proposal and permission of instructor and department chair prior to registration. **Two to nine hours per week.**

ECONOMICS (ECON)

150. PRINCIPLES OF ECONOMICS
3 hours credit
A general introduction to economic ideas and analysis with emphasis on economic institutions and processes in the context of a market economy. Includes basic discussion of microeconomic and macroeconomic topics including economic decision making in the context of scarce resources, price theory, monetary and fiscal policy, etc. This course is intended for nonbusiness majors. This course may not be taken concurrently with or after having completed ECON 211 or 212. **Three hours per week. Meets General Education IIB.**

211. MICRO-ECONOMIC PRINCIPLES
3 hours credit
Introduction to the ideas and tools economists use to understand human behavior constrained by scarce resources. Analytical tools introduced include supply and demand analysis, elasticities, and models of perfect and imperfect competition. These tools will be used to study topics such as consumer and producer decision-making, taxation, environmental quality and health care. **Three hours per week. Meets General Education IIB.**

212. MACROECONOMIC PRINCIPLES
3 hours credit
Explores forces behind business consumer purchases, capital spending and the balance of payments and their relationship to unemployment, inflation and the value of the dollar abroad. Also examines the effect of government spending, taxation and money supply policies on the economy's performance. **Prerequisite:** ECON 211. **Three hours per week. Meets General Education IIB.**

220. INTRODUCTION TO ECONOMETRICS
3 hours credit
Introduction to measurement and empirical testing of economic theories. Principles and methods of statistical inference are reviewed and applied to such ideas as law of demand and the consumption function. Training on widely used statistical software. **Prerequisites:** MATH 155 "C" or better grade, ECON 212 as pre or Corequisite. **Three hours per week.**

300. ECONOMIC HISTORY OF THE UNITED STATES
3 hours credit
Study of major developments in the American economy from the founding of colonies to the present, with emphasis on the economic factors contributing to U.S. industrial growth. **Prerequisites:** ECON 211, 212. **Three hours per week.**

305. INTERMEDIATE MACRO-THEORY
3 hours credit
Study of the theory of economic aggregates through the use of national income accounts to determine the effect of certain key variables on employment and production. Key variables studied include savings and investment, the quantity of money, the velocity of money, the rate of interest and consumption. **Prerequisites:** ECON 211, 212; and MATH 155, 201 (or 160). **Three hours per week.**

306. INTERMEDIATE MICRO-THEORY
3 hours credit
Study of supply and demand relationships under the various market classifications. Major topics include the market forms, the principles of production, costs of production, resource allocation and income distribution with some discussion of welfare economics. **Prerequisites:** ECON 211,, 212; and MATH 155, 201 (or 160). **Three hours per week.**

331. MONEY AND BANKING
3 hours credit
Study of financial institutions, economic aspects of commercial banking, monetary economics, and banking and fiscal policy. **Prerequisites:** ECON 211, 212. **Three hours per week.**

336. PUBLIC SECTOR ECONOMICS
3 hours credit
Study of the principles, techniques and effects of obtaining and spending funds by governments and the management of governmental debt. Taxes and expenditures of all levels of government in the United States considered. **Prerequisites:** ECON 211, 212; and MATH 155. **Three hours per week.**

338. SPECIAL TOPICS IN ECONOMICS
3 hours credit
In-depth study of varying economic issues not covered in other economics courses. Students may repeat this course under a different topic. **Prerequisites:** ECON 211, 212. **Three hours per week.**

370. INDUSTRIAL ORGANIZATION
3 hours credit
Examines differences in how firms behave and perform under alternative market structures including monopolistic competition, oligopoly, monopoly and pure competition. Analyzes problems created by industrial concentration and public policies for dealing with these problems. **Prerequisites:** ECON 211, 212; and MATH 155. **Three hours per week.**

381. LABOR ECONOMICS
3 hours credit
Examination of factors which influence the number of job seekers and the number of jobs in the aggregate, and the efficiency with which the economic system utilizes its labor resources. Topics include individual decision-making with regard to education, job search strategy and hours of work as well as government policies affecting labor compensation, welfare and the right to bargain collectively. **Prerequisites:** ECON 211, 212; and MATH 155. **Three hours per week.**

402. COMPARATIVE ECONOMIC SYSTEMS
3 hours credit
Comparison of contemporary economic systems in various parts of the world. Includes a review of the core economic principles used to analyze economic systems and adopts a country- or region-specific approach to examine the tri-pillars of the world economy: the U.S., Japan and EU; developing and emerging economies in East Asia and Latin America; and the transitional economies of China and Russia. Focus is on the international comparison of economic systems in terms of its influence on economic outcomes such as resource allocation and macroeconomic stability. **Prerequisites:** ECON 211, 212. **Three hours per week.**

403. MONETARY POLICY AND THE U.S. ECONOMY
3 hours credit
Introduction to how the Federal Reserve (the Fed) formulates and carries out monetary policy to achieve the twin goals of price stability and sustainable economic growth in order to expand and advance students' understanding of monetary policy in the economy. Coverage includes how policy is transmitted to the nation's economy through the banking system and financial markets, the domestic and international economic environment that influences monetary policymaking, and the implications of policy decisions for the domestic and international economies. Relevant macroeconomics and monetary theories to guide policy decisions are examined. **Prerequisites:** ECON 211, 212, 305. **Three hours per week.**

410. THE ECONOMICS OF HEALTH CARE
3 hours credit
Examines economic aspects of health care including special characteristics of the health care industry, economic behavior of health care consumers and providers, and the role of health insurance and government regulation. Compares health care finance and insurance in the U.S. and other advanced countries. **Prerequisites:** ECON 211, 212. **Three hours per week.**

411. ECONOMIC DEVELOPMENT
3 hours credit
Study of the theory of economic development and its application to the underdeveloped regions and countries of the world. Emphasis on the technological, locational and financial aspects of economic growth. **Prerequisites:** ECON 211, 212. **Three hours per week.**

415. ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS
3 hours credit
Economics-based analysis of causes and consequences of environmental problems and environmental policy and a study of the critical issues in natural resource allocation. Topics include common pool resources, externalities, property rights, exhaustible and renewable resources, privatization and the economics of environmental policy formation. Students may not receive credit for both ECON 415 and 420. **Prerequisite:** ECON 211. **Three hours per week.**

430. ECONOMETRICS
3 hours credit
Principles of econometric model building, empirical testing and statistical inference. Introduction to the theory and application of time series and limited dependents variable models. **Prerequisites:** ECON 211, 212; MATH 155, 201 (or 160); INFO 281. **Three hours per week.**

441. INTERNATIONAL ECONOMICS
3 hours credit
Study of the basic economic concepts and theories for international business, international trade and finance, commercial policy, and foreign investment and multinational firms. **Prerequisites:** ECON 211, 212; MATH 155. **Three hours per week.**

460. APPLIED ECONOMICS WORKSHOP
3 hours credit
Practical experience with methods used by professional economists to measure economic conditions. Students collect, process, evaluate, interpret and report economic data. Satisfies ABLE requirement for business majors in economics track only. **Prerequisite:** Senior with major, minor or track in economics. **Three hours per week.**

492. SENIOR SEMINAR IN CONTEMPORARY ECONOMIC PROBLEMS
3 hours credit
Economics majors research problems of their own choosing and present a seminar paper. Focus on problems facing the American and world economies. **Prerequisite:** Economics major with senior status. **Three hours per week.**

494. DIRECTED STUDY IN ECONOMICS
1-3 hours credit
Supervised study in an area of interest to the advanced student. May be taken twice under different course topics. **Prerequisites:** Junior/senior status and permission of the instructor.

520. GRADUATE SURVEY OF ECONOMICS
3 hours credit
Introduction to the macro- and micro-economic principles. Examines the constraints and choices imposed on the firm by resource limitations, technology, the domestic and international competitive environments, the growth and stability of aggregate income and a wide range of public policies. The rationale for policies to modify or augment private production and spending decisions will be considered. M.B.A. leveling course. **Prerequisites:** Provisional status in M.B.A. program and MATH 160 and 155 and INFO 111 (or equivalents). **Three hours per week.**

630. ECONOMIC ENVIRONMENT OF THE ORGANIZATION
3 hours credit
A study of the structure of the financial system and its evolution, money and banking financial institutions, financial capital, the role of the Federal Reserve, and the macroeconomic forces that shape the economy. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

631. MANAGERIAL ECONOMICS
3 hours credit
Builds upon basic economic principles by addressing specific concerns of managers, such as pricing, forecasting and production decisions. Presents theoretical and empirical analysis of factors affecting behavior of business costs and revenues. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

EDUCATION (ECED, EDAD, EDLD, EDUC, ELED, EMAT, REED, SCED)

NOTE: Education courses may be repeated only once.

ECED

215. FOUNDATIONS OF EARLY CHILDHOOD EDUCATION

3 hours credit

Introduction to educational programs serving children ages birth to 8 years. Considers early childhood history, programs, models and belief systems. Attention given to professional ethics and current trends and issues. Field experience required. **Three hours per week.**

320. DEVELOPING THE YOUNG CHILD

3 hours credit

Provides a foundation for examining, integrating and evaluating practical and theoretical issues related to constructing developmentally appropriate programs for infants and toddlers. Emphasis on infant/toddler development, quality of adult-child interactions and the physical environment. Looks at family-school-community partnerships that relate to the child's ability to develop and learn with a focus on the central role of family involvement in early childhood programs. Field experience required. **Prerequisites:** Admission to Professional Teacher Education Program, ECED 215. **Three hours per week.**

324. PRIMARY CURRICULUM I

3 hours credit

Explores the teaching and learning of mathematics, science and health for first through third grades. Emphases include an integrated approach, family connections and child development principles. Focus is on the creation of effective learning environments for diverse learners through the examination of content, methods, materials and assessment. Field experience required. **Prerequisites:** Admission to Professional Teacher Education Program, ECED 215. **Three hours per week.**

325. PRIMARY CURRICULUM II

3 hours credit

Explores the teaching and learning of social studies, creative arts and movement for grades first through third through an integrated approach with an emphasis on family and child development principles. Focus is on the creation of effective learning environments for diverse learners through the examination of content, methods, materials and assessment. Field experience required. **Prerequisites:** Admission to Professional Teacher Education Program, ECED 215. Three hours per week.

327. INCLUSIVE EDUCATION FOR YOUNG CHILDREN

3 hours credit

Develops intervention tools and strategies that optimize the learning potential and well-being of young children in inclusive early childhood settings. Emphasis on collaborative efforts of educators, family and community agencies. Field experience required. **Prerequisites:** Admission to Professional Teacher Education Program, ECED 215. **Three hours per week.**

421. LANGUAGE, LITERACY AND PLAY

3 hours credit

Focuses on the development of the young child's receptive and expressive language and emergent literacy through play and a rich array of content-related activities. The teacher's role in supporting and facilitating language and literacy development and community building is examined. Issues of language and literacy diversity are also explored. May not receive credit for both ECED 323 and ECED 421. **Prerequisites:** Admission to Professional Teacher Education Program, ECED 215. **Three hours per week.**

422. DISCOVERY THROUGH INTERDISCIPLINARY STUDIES

3 hours credit

Developmentally appropriate practices and current research in early childhood curricula areas (including math, social studies and science) are emphasized through inquiry learning and the arts to engage all children, ages 4-6. Techniques in classroom management include the "responsive classroom." Field experience required. **Prerequisites:** Admission to Professional Teacher Education Program, ECED 215. **Three hours per week.**

445. PREPRIMARY INTERNSHIP

6 hours credit

Supervised placement in public school prekindergarten or kindergarten classrooms. Students observe teaching, work with children, and teach and participate in activities for which regularly employed teachers are responsible. May not receive credit for both ELED 445 and ECED 445. **Prerequisites:** Early childhood major: early childhood internship criteria. Elementary education major: elementary directed teaching criteria, ECED 215, 323. *(P/F)*

446. PRIMARY GRADES INTERNSHIP

3 hours credit

Supervised placement in grades one through three. Interns observe teaching, work with children, teach and participate in activities for which regularly employed teachers are responsible. **Prerequisites:** Admission to Professional Teacher Education Program and Early Childhood Internship. **Corequisite:** ECED 450. **Six hours per week.** *(P/F)*

450. EARLY CHILDHOOD SEMINAR

3 hours credit

Seminar approach to current practices and trends in teaching preschool and kindergarten. Emphasis on responsive teaching reflective practice, professional development and preparation of professional portfolio. Special attention to guidance of young children's behavior. **Prerequisites:** Admission to Professional Teacher Education Program and Early Childhood Internship. **Corequisites:** ECED 445, 446. **Three hours per week.**

EDAD

553. FINANCIAL MANAGEMENT IN SCHOOL ADMINISTRATION

3 hours credit

Provides general knowledge of the basis of financial support for schools. **Prerequisite:** EDAD 516. **Three hours per week.**

554. PERSONNEL ADMINISTRATION IN EDUCATION

3 hours credit

Focus on the leadership role in managing and developing human resources in school settings. Explores the legal bases of personnel management as central to personnel selection, assignment, evaluation, improvement and possible termination. Also addresses bargaining practices and contract management. **Prerequisite:** EDAD 516. **Three hours per week.**

651. EVALUATION RESEARCH APPLICATIONS IN SCHOOL ADMINISTRATION

3 hours credit

Examination of the use of evaluation research as a basis for decisions about educational programs, products and goals. Students develop and carry out plans that use quantitative and qualitative methods to evaluate school-based problems. **Prerequisite:** EDUC 502. **Three hours per week.**

655. INTERNSHIP IN SCHOOL ADMINISTRATION/SUPERVISION

3 hours credit

Provides experience in administrative and/or supervisory activities in actual educational settings. Students must apply for internship approval four weeks prior to the beginning of the course. **Prerequisites:** All courses in the M.Ed. in administration/supervision program sequence. **Three hours per week.**

EDLD

510. EDUCATIONAL LEADERSHIP AND TECHNOLOGY

3 hours credit

Enables school administrators to utilize technology to increase student achievement as well as to understand the effective use of educational technology in the classroom. Students investigate the issues that surround the use of technology in an educational setting, as well as develop the skills and understandings needed to meet the national Technology Standards for Administrators. **Prerequisites:** Basic computer skills (file management, word processing, e-mail, Internet searches). **Three hours per week.**

512. EDUCATIONAL RESEARCH AND EDUCATIONAL LEADERSHIP

3 hours credit

Examination of the use of evaluation research as a basis for decisions about educational programs, products and goals with the aim of providing the educational leader with valid and reliable evidence upon which to base the program decisions. **Three hours per week.**

514. ALIGNING CURRICULUM, INSTRUCTION AND ASSESSMENT

3 hours credit

Equips candidates with skills to become educational leaders who have the knowledge and ability to promote the success of all students by providing an effective instructional program, monitoring the alignment of curriculum, instruction and assessment, and applying best practices to student learning. **Three hours per week.**

516. P-12 SCHOOL ADMINISTRATION

3 hours credit

Analysis of the responsibilities of the school administrator, including procedures for staff organization, professional development, curriculum development, scheduling, pupil personnel services and other facets of school administration. **Prerequisites:** EDLD 510, 512. **Three hours per week.**

517. SUPERVISION TO IMPROVE INSTRUCTION

3 hours credit

Designed to equip school administrators with the competencies and skills to improve instructional practices through the purposeful observation and evaluation of teachers and other school personnel resulting in the design of comprehensive professional growth plans and effective professional development strategies. **Prerequisite:** EDLD 510, 512. **Three hours per week.**

550. LEADERSHIP AND CHANGE

3 hours credit

Focuses on the need for educational leaders to develop the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation and stewardship of a school vision. Emphasis is placed upon the use of collaboration to develop a culture of learning focusing upon the change process and continuous improvement. **Prerequisite:** EDLD 516. **Three hours per week.**

552. DIVERSITY AND GROUP DYNAMICS IN SCHOOL ADMINISTRATION

3 hours credit

Content consists of the study of diversity and group development within educational settings. An emphasis is placed on diverse communities, collaboration, decision making and communication theory, and the development of programs that address student diversity, community relations and the media. **Prerequisites:** EDLD 516, 517. **Three hours per week.**

555. PUBLIC SCHOOL FISCAL AND HUMAN RESOURCE MANAGEMENT

3 hours credit

Focuses on the need for educational leaders to use their knowledge of organizational theory to create a learning environment that promotes the success of all students. Emphasis is placed on the allocation of resources such as personnel, facilities and technology to create an effective learning environment. Students investigate management issues dealing with the alignment of fiscal and human resource functions to the success of all students. **Prerequisites:** EDLD 516, 517, 552. **Three hours per week.**

656. EDUCATIONAL LEADERSHIP / ISSUES ANALYSIS

6 hours credit

Provides significant opportunities for candidates to synthesize and apply the knowledge and practice of effective school leaders in educational settings. Each candidate selects an issue to analyze and develops appropriate strategies throughout the internship to improve student learning. This is a year-long internship experience. Grades for this course are IP ,until all course requirements are met. **Prerequisites:** Completion of all courses in the M.Ed. in School Administration and Supervision Program sequence or by permission of the instructor. **Six hours per week.**

EDUC

210. SCHOOL IN A DIVERSE SOCIETY

3 hours credit

Sociological, historical and philosophical approach to the role of the school in an increasingly diverse society. Emphasis on development of knowledge, values and skills needed to live, learn, interact and work in a global society. Field experience required. Credit may not be received for both EDUC 210 and 305. **Three hours per week.**

300. DEVELOPMENT, LEARNING AND ASSESSMENT

3 hours credit

Physical, intellectual, emotional and social development of children (ages 3-18) with emphasis on adolescent development. Attention is given to student learning and assessment. Required field observation. Credit may not be received for both EDUC 300 and 304. **Prerequisite:** PSYC 101. **Three hours per week.**

304. LEARNING AND ASSESSMENT

3 hours credit

Examines concepts, principles, theories and research related to teaching and learning for diverse populations across grade levels. Explores traditional and nontraditional strategies for assessing student learning. Field experience is included. Credit may not be received for both EDUC 300 and EDUC 304. **Three hours per week.**

318. COMPUTERS IN EDUCATION

3 hours credit

Overview of the role of computers in education. Examination of computer applications as they relate to specific teaching/learning operations and educational functions in the pre-K-12 classroom. **Prerequisite:** Admission to Professional Teacher Education Program. **Three hours per week.**

319. TECHNOLOGY IN EDUCATION
1 hour credit

Overview of the role of technology in education. Examines computer applications and their use as tools in the constructivist classroom. Issues and classroom management techniques for using technology in the classroom will be explored. Field experience is required. **Prerequisites:** Admission to Professional Teacher Education Program, ability to create documents using word processing, spreadsheets, presentations with software such as PowerPoint and Web pages. **One hour lecture, 50 minute laboratory per week.**

409. LITERATURE FOR ADOLESCENTS
3 hours credit

Study of literature for and about contemporary adolescents. Emphasis on methods of teaching that build adolescent appreciation for the more established literary selections in secondary school curriculum. **Prerequisite:** Admission to the Professional Teacher Education Program. **Three hours per week.**

415. INSTRUCTIONAL TECHNIQUES FOR INCLUSION
3 hours credit

Develops skills for creating and implementing curricular, instructional and environmental modifications/accommodations to meet the social, affective, behavioral and cognitive needs of exceptional students. In depth study of collaborative processes involving family, community, school staff and special education teachers in developing and implementing IEPs as well as developing the support system necessary for inclusion. **Prerequisite:** Admission to Professional Teacher Education Program; ELED 310, 316, 317, EDUC 318. **Corequisite**: ELED 309. **Three hours per week.**

416. CLASSROOM MANAGEMENT
3 hours credit

Explores the ability to create and maintain productive learning environments. Emphasis on development of learner responsibility, promotion of positive social relationships, interdependence of effective instruction and management, and prevention/intervention strategies. Consideration given to accommodating diversity and communicating with families. Field experience included. **Prerequisites:** Admission to Professional Teacher Education Program; ELED 310, 316, 317, EDUC 318. **Corequisite:** ELED 309. **Three hours per week.**

440. INTRODUCTION TO EARLY CHILDHOOD EDUCATION
3 hours credit

Introduction to curriculum and methods in early childhood education, including theories, practices, techniques and materials. Attention to art, music, nutrition, safety, health education, motor activities and positive teacher-parent relations. Field experience required. **Prerequisites:** EDUC 300 and declared elementary education major. **Three hours per week.**

462. DIRECTED TEACHING IN HEALTH
12 hours credit

Directed student teaching experience in public schools under the direction of the public school teacher and supervision from the University staff. One full semester is required to qualify for Maryland teacher certification. **Prerequisites:** Admission to Professional Teacher Education Program, student teaching criteria. **Corequisite:** EDUC 463. *(P/F)*

463. SEMINAR IN HEALTH EDUCATION
3 hours credit

Designed to facilitate the transition of candidates from the role of student to professional. Provides a forum for discussion of issues pertinent to current practices, trends and issues in health education during the student teaching experience. **Prerequisites:** Admission to Professional Teacher Education Program, student teaching criteria. **Corequisite:** EDUC 462. **Three hours per week.** *(P/F)*

475. METHODS AND MATERIALS IN ENVIRONMENTAL EDUCATION
3 hours credit

Increases students' awareness of their immediate environment with the aim of developing a broad philosophy of environmental education. Existing teaching methods and materials analyzed and new methods developed for use in interdisciplinary, problem-focused situations. **Prerequisite:** Senior standing. **Three hours per week.**

491. INDEPENDENT STUDY
1-3 hours credit

Permits self-study of problems not considered in other courses. May be taken twice under different subtitles. **Prerequisite:** Approval of course instructor and department chair.

500. HISTORICAL, PHILOSOPHICAL AND SOCIAL FOUNDATIONS
3 hours credit

Selected topics in intellectual and educational history from the time of ancient Greece to the present. The relation of education to historic traditions and social trends. **Three hours per week.**

502. INTRODUCTION TO RESEARCH
3 hours credit

Introduction to quantitative and qualitative methods of scientific inquiry. Students gain experience in the use of research in defining a problem and in collecting, organizing and presenting information on it. **Three hours per week.**

503. CLASSROOM MANAGEMENT
3 hours credit

Aids teachers in developing practical skills needed to manage their classes more effectively. Recent research related to effective management techniques and its application in classrooms will be considered. Appropriate management strategies will be selected, implemented and evaluated in the classroom. **Three hours per week.**

504. MULTICULTURAL EDUCATION
3 hours credit

Examination of contemporary cultural diversity within the United States educational environments. Special attention given to cultural problems and issues that influence opportunities and performance in educational institutions. Human relations skills considered for improving success within culturally diverse populations. **Prerequisite:** EDUC 502. **Three hours per week.**

506. SEMINAR IN TEACHING OF MATHEMATICS
3 hours credit

Analysis of recent theory and results of research for the teaching of mathematics. Students investigate developments at either the elementary or secondary school level. **Three hours per week.**

507. TESOL INTERNSHIP I
3 hours credit

One full-time, seven week clinical experience provides opportunity to actualize the latest educational research and theory into practice, including, but not exclusive to: observation, mini-teaching, macro-teaching, whole group lessons and action research. Conducted under the direct supervision of a clinical supervisor. **Prerequisites:** Completion of all course work in the M.A./TESOL certification sequence prior to the internship, with an overall program GPA of 3.0; passing scores on Praxis I. **Corequisites:** EDUC 509 and 511. **Three hours per week.**

508. SEMINAR: RESEARCH IN HUMAN DEVELOPMENT
3 hours credit

Survey of research techniques and findings in the field of human growth and development. Research related to developmental characteristics of students considered. **Prerequisite:** EDUC 300 or permission of instructor. **Three hours per week.**

509. TESOL INTERNSHIP II
3 hours credit

One full-time, seven week clinical experience provides opportunity to actualize the latest educational research and theory into practice, including, but not exclusive to: observation, mini-teaching, macro-teaching, whole group lessons and action research. Conducted under the direct supervision of a clinical supervisor. **Prerequisites:** Completion of all course work in the M.A./TESOL certification sequence prior to the internship, with an overall program GPA of 3.0; passing scores on Praxis I. **Corequisites:** EDUC 507 and 511. **Three hours per week.**

510. SEMINAR: RECENT ISSUES IN EDUCATION
3 hours credit

Analysis of selected issues in education. Students required to survey and critically evaluate pertinent research on at least one issue. **Three hours per week.**

511. TESOL INTERNSHIP SEMINAR
3 hours credit

Forum for discussing problems encountered during the internship. Colloquium for developing strategies to resolve problems. **Prerequisites:** Completion of all course work in the M.A./TESOL sequence prior to the internship and passing scores on the Praxis I. **Corequisites:** EDUC 507, 509. **Three hours per week.**

512. SEMINAR IN THE TEACHING OF SOCIAL STUDIES
3 hours credit

Analysis of theory and research in the social sciences as applied to developing and teaching social studies at either the elementary or secondary school level. **Three hours per week.**

513. SEMINAR IN THE TEACHING OF SCIENCE
3 hours credit

Analysis of recent advances in the teaching of science and the development of skills in applying these to classroom teaching at the elementary or secondary school level. **Three hours per week.**

515. EASTERN SHORE WRITING PROJECT SUMMER INSTITUTE
6 hours credit

Explores current theories about the composing process and their implications for teaching writing and using writing to teach other content areas. Focuses on adapting and evaluating classroom activities for different grade levels and educational settings. Cross-listed with ENGL 515. **Prerequisite:** Permission of the instructor.

520. THE DIAGNOSIS OF READING DISABILITIES
3 hours credit

Designed for professional personnel seeking specialization in clinical diagnostic techniques. Includes data collection and analysis of reading behavior and examines various instruments and strategies for collection of data on children with reading disabilities. **Three hours per week.**

521. THE REMEDIATION OF READING DISABILITIES
3 hours credit

Designed for professional personnel seeking specialization in clinical-remedial techniques. Includes transfer of diagnostic data into teaching strategies and materials for programs of remediation. **Prerequisite:** EDUC 520. **Three hours per week.**

522. CLINICAL PRACTICUM IN READING
3 hours credit

Designed for professional personnel seeking advanced work in clinical, diagnostic and remedial techniques. Includes diagnosis and remediation of children with severe reading disabilities. Emphasizes collection and analysis of test data and development of instructional programs for the severely disabled. **Prerequisite:** EDUC 521. **Three hours per week.**

526. SEMINAR: MEDIA, TECHNOLOGY AND INSTRUCTIONAL SYSTEMS
3 hours credit

Seminar designed to acquaint students with the dynamics of media, technology and instructional systems via required outside readings and in-class discussions; and involve students in an in-depth investigation of a pertinent topic selected in consultation with the instructor. Paper required. **Prerequisites:** EDUC 407 or equivalent, EDUC 502 and permission of instructor. **Three hours per week.**

533. FOUNDATIONS OF EARLY CHILDHOOD EDUCATION
3 hours credit

Explores the historical and philosophical foundations of early childhood education. Includes an introduction to curriculum and methods with an emphasis on theories, practices, strategies and materials. **Three hours per week.**

537. SEMINAR IN EARLY CHILDHOOD EDUCATION
3 hours credit

Critical evaluation of developments occurring in early childhood education, as well as antecedents of modern practices. Review of pertinent research influencing shifts in ideas, practices and policies. **Three hours per week.**

545. LEARNING AND INSTRUCTION IN THE SCHOOLS
3 hours credit

Identification of classroom problems and issues related to and involving instruction; the development and application of strategies to aid in resolving issues and solving problems; and the coordination of student characteristics and environmental factors to improve the quality of learning experiences in the schools. **Three hours per week.**

547. ESOL METHODS
3 hours credit

The study of philosophy, aims and methods of teaching English as a second language in grades 1-12 with emphasis upon theories, techniques and materials in current use. Graduate scholarship expected. **Prerequisite:** ENGL 536 or permission of instructor, admission to the Professional Education Program. **Three hours per week.**

556. PRACTICUM IN SCHOOL ADMINISTRATION AND SUPERVISION
3 hours credit

Practice in administrative and supervisory problem-solving using simulations and case studies. Offered as an alternate to EDAD 555. **Prerequisite:** All courses in the M.Ed. in administration/supervision program sequence. **Three hours per week.**

557. SCHOOL-COMMUNITY RELATIONS
3 hours credit

Focuses on the role and responsibility of school leaders in communication with the public and in building support for the school. Application of the principles of motivation and publicity, promotion and marketing are taken into account as the student practices the development of a variety of examples of communication instruments. Strategic planning concepts are applied to the development of a comprehensive plan for school-community relations in a setting of the student's own choosing. **Prerequisite:** EDUC 516. **Three hours per week.**

558. PRACTICUM FOR TEACHING PROFESSIONALS
3 hours credit

A five-week course under the direction of an experienced teacher/mentor and a University supervisor that provides classroom experience in an additional area of teaching certification for those who already hold certification in one area. Interns will observe teaching, participate in work with children, participate in planning sessions, teach and participate in all activities for which regularly employed teachers are responsible. **Prerequisites:** Teaching certification, all requirements for the additional certification area sought, at least six graduate credits at SU, graduate GPA 3.0 or higher, permission of M.Ed program coordinator. **Three hours per week.**

560. COLLEGE TEACHING

3 hours credit

Research-based investigation of theories and practices involved in teaching in institutions of higher education. Intended for graduate students aspiring to college teaching or academic leadership positions. Examines the roles and responsibilities of college instructors with emphasis on practical applications in college and university settings. **Three hours per week.**

561. SEMINAR: ISSUES AND TRENDS IN POSTSECONDARY EDUCATION

3 hours credit

Opportunities for research-based examination of selected current issues in postsecondary education and for students to share the efforts of their investigations on topics of interests. **Three hours per week.**

562. COLLEGE STUDENT DEVELOPMENT THEORY

3 hours credit

Explores college student development, utilizing the approach of practice to theory to practice. Students conceptualize how college students grow and develop during the critical college years. Students are challenged to hypothesize and theorize en route to creating developmentally based practical applications. The process results in the practitioner's ability to consider developmental implications for all student interactions. **Prerequisite:** EDUC 502. **Three hours per week.**

563. TEACHING ADULTS

3 hours credit

For students in the post-secondary education track of the M.Ed. program and those in other fields seeking information and contemporary methods of effective adult instruction. Assumes no prior knowledge or experience about instructional methods, theories or practices. **Three hours per week.**

567. COLLABORATIVE TEACHING AND MENTORING

3 hours credit

Seeks to equip teachers with strategies for co-teaching and mentoring interns, novice teachers and paraprofessionals. While the primary focus will be on the intern-mentor relationship in professional development school (PDS) settings, the strategies of collaboration, differentiation of instruction and mentoring are relevant for all teachers. **Three hours per week.**

570. CURRENT ISSUES IN EDUCATIONAL TECHNOLOGY

3 hours credit

Opportunities to examine selected current issues in educational technology. Examines educational technology as a tool in the classroom. Focuses on learning theories, classroom management, cooperative learning, assessment, the one-computer classroom, gender issues, the digital divide, assistive technology, instructional software and distance learning. Students will research topics and prepare multimedia presentations. **Three hours per week.**

571. TELECOMMUNICATIONS IN EDUCATION

3 hours credit

Examines the use of telecommunications to bring information and resources from around the world into the classroom. Develops activities for teaching collaborative projects, corresponding with students and teachers in other countries, gathering and analyzing data, and conducting research in K-16 classrooms. Explores lesson design for integration of Internet into the classroom, including WebQuests. **Prerequisite:** Basic computer skills (file management, word processing, e-mail, Internet searches).

572. PROCESSES AND ACQUISITION OF READING

3 hours credit

Examines the physiological, cognitive, social and instructional influences on the development of language. Explores the instructional implications for balanced literacy instruction in sensory-rich environments to promote literate growth. Intended for in-service elementary teachers. **Three hours per week.**

573. ASSESSMENT FOR READING INSTRUCTION

3 hours credit

Examines assessment instruments and processes employed at classroom, district, state and national levels. Promotes teacher decision-making by exploring the relationship between assessment and instruction. Develops ability to communicate assessment results to students, parents and school personnel. Intended for in-service elementary teachers. **Three hours per week.**

574. MATERIALS FOR TEACHING READING

3 hours credit

Exposes participants to a variety of texts that can be used in classrooms. Examines strategies for motivating students to read widely, for selecting and evaluating materials, and for organizing classroom instruction with text. Intended for in-service elementary teachers. **Three hours per week.**

575. INSTRUCTION OF READING

3 hours credit

Focuses on developing elementary environments fostering appropriate literacy skills and knowledge. Shows teachers how to use a balanced program of graphophonics, semantics and syntactics in teaching reading, appropriate early identification strategies to assist students with special literacy needs or low achievement. **Three hours per week.**

578. SEMINAR IN TEACHING SECONDARY ENGLISH

3 hours credit

Engages students in in-depth examination of current issues in literacy instruction for secondary students. General nature of issues remains constant but particular focus varies semester to semester, to reflect current thought. **Three hours per week.**

579. TRENDS IN ELEMENTARY LITERACY EDUCATION

3 hours credit

Grounds methods of teaching language and literacy in current knowledge and theory of language and literacy acquisition. Students take an active role in building personal theory to guide their practice in elementary literacy instruction. **Three hours per week.**

580. TRENDS IN MATHEMATICS AND SCIENCE EDUCATION IN THE ELEMENTARY SCHOOL

3 hours credit

Critical review and analysis of current issues, research and practices in the teaching and learning of science and mathematics in the elementary school. Emphasis on exploring the expanding knowledge base in each discipline. **Three hours per week.**

581. TRENDS IN SOCIAL STUDIES EDUCATION IN THE ELEMENTARY SCHOOL

3 hours credit

Examines the current perspectives, trends, issues and controversies in the field of social studies education, both in relation to content and pedagogy. Considers social studies in terms of its relationship to the social science disciplines. **Three hours per week.**

582. TEACHING READING IN THE CONTENT AREAS: PART I

3 hours credit

Provides knowledge of the reading process, instructional strategies and materials used, drawn from research-based recommendations for using text in secondary content areas. Intended for M.Ed. candidates and other in-service teachers. **Three hours per week.**

583. TEACHING READING IN THE CONTENT AREAS: PART II

3 hours credit

Provides in-depth study of literacy needs of diverse populations. Includes instructional and assessment methods in reading and writing. Intended for all secondary and K-12 teachers. **Three hours per week.**

584. GROUP DYNAMICS IN CLASSROOM SETTINGS

3 hours credit

Aids educators in working effectively with groups in school settings. Laboratory method used to provide experience-based learning about group processes. Recent research on group dynamics and its application in school settings considered. Emphasis on the acquisition of skills and strategies in developing effective classroom groups. These skills are particularly helpful in situations where students are being mainstreamed. **Three hours per week.**

585. TECHNOLOGY TOOLS FOR TEACHING AND LEARNING

3 hours credit

Examines the use of graphics, word processing, spreadsheets and databases to enhance learning. Develops the ability to use these tools and challenges students to use them as they solve problems. Students design learning activities for K-12 students that utilize technology tools to support authentic, constructivist, problem-based learning. Students evaluate software for appropriate use in the classroom. **Prerequisite:** Basic computer skills (file management, word processing, e-mail, Internet searches). **Three hours per week.**

586. CONFLICT RESOLUTION AND PEER MEDIATION

3 hours credit

Prepares educators to resolve conflicts with students, faculty and administration. Participants learn how to teach conflict resolution skills to students and how to institute peer mediation programs at the classroom and school levels. **Three hours per week.**

587. COOPERATIVE LEARNING

3 hours credit

Provides students with skills to effectively utilize cooperative learning in the classroom. Class and team building, teaching of social skills and the use of appropriate cooperative learning structures emphasized. **Three hours per week.**

588. SEMINAR: EDUCATING INDIVIDUALS WITH DISABILITIES

3 hours credit

Special education services and issues from the perspective of elementary and secondary teachers. Focus on the inclusion model for various categories of disability. **Prerequisite:** EDUC 502.

590. SEMINAR IN EDUCATION

3 hours credit

Topics vary semester to semester. May be taken twice under different course subtitles. **Prerequisite:** Permission of instructor.

592. SPECIAL TOPICS IN TECHNOLOGY

3 hours credit

Focuses on specific content areas and investigates strategies for integrating technology into performance-based teaching and learning to enhance student achievement. Students design performance-based teaching and assessment tasks that integrate technology into curriculum. Topics and issues will change to focus on different subject areas. May be repeated once under different topic. **Prerequisites:** EDUC 571, 589. **Three hours per week.**

619. THE LAW AND PUBLIC EDUCATION

3 hours credit

Study of school law which affects the teacher and the public school. Nature and scope of school law considered as generally applied to the purpose and functions of the school system. **Prerequisite:** EDUC 502 and any two 500-level EDUC courses. **Three hours per week.**

630. DIRECTED RESEARCH

3-6 hours credit

Preparation of optional research project in master's degree program under direction of departmental supervision.

632. CLASSROOM ASSESSMENT

3 hours credit

Examination of the role of evaluation in assessing classroom learning. Evidence of student learning gathered from traditional and alternative assessment practices. Benefits and limitations of these assessment practices identified. **Prerequisites:** EDUC 502 and any two EDUC 500-level courses. **Three hours per week.**

634. EARLY CHILDHOOD CURRICULUM AND ASSESSMENT

3 hours credit

Analysis of early childhood program models, curricula and assessment methods. Examines philosophical and theoretical orientations, related research and societal needs. **Prerequisite:** EDUC 502 and any two EDUC 500-level courses. **Three hours per week.**

636. CREATIVITY IN EARLY CHILDHOOD EDUCATION

3 hours credit

In-depth study of the creative process and the techniques that will promote creativity. **Prerequisite:** EDUC 502 and any two EDUC 500-level courses. **Three hours per week.**

638. LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD

3 hours credit

Advanced study of the development of language, literacy and communication skills in children, birth through age eight. Examines current issues and research with emphasis on classroom application. **Prerequisite:** EDUC 502 and any two EDUC 500-level courses. **Three hours per week.**

665. INTERNSHIP IN POSTSECONDARY EDUCATION

3 hours credit

Supervised, on-site field experiences and a series of seminars with other interns. Experimental learning enhanced by guided readings, interaction with professional practitioners, participation in activities of the host agency, completion of a major project and seminar discussions. **Prerequisite:** Permission of M.Ed. coordinator.

689. MULTIMEDIA IN THE CONSTRUCTIVIST CLASSROOM

3 hours credit

Examines advanced multimedia authoring tools for designing K-16 classroom instruction. Develops multimedia skills such as sound, video, graphics, PowerPoint and Hyperstudio. Plans multimedia projects that include performance-based indicators for each instructional unit. Examines principles of constructivism, lesson design for student projects and assessment strategies. **Prerequisite:** Basic computer skills (file management, word processing, e-mail, Internet searching), EDUC 502, any two EDUC 500-level courses. **Three hours per week.**

691. DIRECTED INDEPENDENT STUDY

1-3 hours credit

Permits self-study of problems not considered in other courses. May be taken twice under different course subtitles. **Prerequisites:** Approval of course instructor and M.Ed. coordinator. EDUC 502 and six additional graduate credits.

694. TECHNOLOGY FOR SCHOOL IMPROVEMENT

3 hours credit

Examines the role of professional development in the process of school improvement. Focuses on research and best practices for most effective uses of technology, literature on the change process, and goals targeted in Maryland school improvement plans. Students examine ways that technology can enhance professional development and create their own professional development plans. **Prerequisite:** EDUC 502, 570, any two EDUC 500-level courses. **Three hours per week.**

695. RESEARCH SEMINAR

3 hours credit

Capstone experience for students in the M.Ed. program. Students utilize research skills in completing a project based on a topic related to their concentration. Project must be presented to a professional audience. Students also reflect on how the M.Ed. program has made a difference in their professional lives. **Prerequisites:** EDUC 502, 24 hours of M.Ed. graduate credit.

ELED

309. CLASSROOM VISITATIONS

0 hours credit

Full-time students in elementary education methods courses must take ELED 309 and observe in a classroom for at least one-half day per week. Students in the semester before internship observe in a classroom for a full day per week. Part-time students should consult with the elementary education program coordinator to establish an appropriate observations schedule. **Prerequisite:** Admission to Professional Teacher Education Program. **Corequisite:** Any of the following elementary professional education courses: ELED 310, 311, 312, 313, 316, 317 **(One-half day per week)** 408, 427, EDUC 415, 416 **(One full day per week)**.

310. LANGUAGE ARTS INSTRUCTION

3 hours credit

Introduces the processes of communication and strategies for promoting growth in these areas in the elementary and middle school. Emphasis on language acquisition, oral and written language development, viewing, diverse language learners, and the relationship of language proficiency to literacy development. Field experiences and reflective evaluation included. **Prerequisite:** Admission to Professional Teacher Education Program. **Corequisite:** ELED 309. **Three hours per week.**

311. MATHEMATICS INSTRUCTION

3 hours credit

Selection and creation of meaningful mathematics learning experiences for elementary and middle school students. Attention given to use of technology, manipulatives, literature, and assessment that support mathematical thinking and learning in diverse classrooms. Field experiences and reflective evaluation included. **Prerequisites:** Admission to Professional Teacher Education Program, MATH 130, 155, 230. **Corequisite:** ELED 309. **Three hours per week.**

312. SCIENCE INSTRUCTION

3 hours credit

Introduces the processes of science that facilitate student learning in elementary and middle schools. Emphasis on planning, teaching and assessment with a focus on inquiry and understanding of everyday phenomena. Attention given to environmental education. Field experiences and reflective evaluation included. **Prerequisites:** Admission to the Professional Teacher Education Program, BIOL 101, CHEM/PHYS 101, GEOG 104. **Corequisite:** ELED 309. **Three hours per week.**

313. SOCIAL STUDIES INSTRUCTION

3 hours credit

Selection, organization, presentation and assessment of meaningful social studies learning experiences for elementary and middle school students. Attention given to technology, literature, and local resources that support learning in diverse classroom settings. Field experiences and reflective evaluations included. **Prerequisite:** Admission to Professional Teacher Education Program. **Corequisite:** ELED 309. **Three hours per week.**

316. READING INSTRUCTION

3 hours credit

Introduction to balanced literacy instruction. Includes developmentally appropriate word recognition and comprehension strategies, activities, materials and programs coupled with organization and grouping procedures to maximize literacy learning for diverse populations. Field experiences and reflective evaluations included. **Prerequisite:** Admission to Professional Teacher Education Program. **Corequisite:** ELED 309. **Three hours per week.**

317. CREATIVE ARTS INSTRUCTION

3 hours credit

Provides a basic arts knowledge base along with reasons and techniques for incorporating the arts throughout the elementary and middle-school curriculum. Emphasizes infusing the arts in teaching, an alternative approach to the traditional view of the arts solely as enjoyable "add-ons." **Prerequisite:** Admission to Professional Teacher Education Program. **Corequisite:** ELED 309. **Three hours per week.**

401, 402. DIRECTED TEACHING IN THE ELEMENTARY AND MIDDLE SCHOOL: I, II

6 hours credit each

Engages pre-service teachers in observation, planning, teaching, assessment and collaboration in order to support and enhance student learning and well-being. Participation in activities required of fully employed teachers. Emphasis on reflective evaluation and professional growth. Placement in local schools. **Prerequisites:** Admission to Professional Teacher Education Program; fulfillment of directed teaching criteria. ELED 401 is a prerequisite to ELED 402; a grade of NR will be assigned to those who satisfactorily complete ELED 401 until successful completion of 402. **Corequisite:** ELED 411. *(P/F)*

408. CHILDREN'S LITERATURE

3 hours credit

Study of classic and contemporary literature for children. Emphasis on selecting and incorporating a wide variety of literature into the elementary and middle school curriculum. Technological and media resources are included. **Prerequisites:** Admission to Professional Teacher Education Program; ELED 310, 316, 317, EDUC 318. **Corequisite:** ELED 309. **Three hours per week.**

411. INSTRUCTIONAL ANALYSIS IN THE ELEMENTARY AND MIDDLE SCHOOL

3 hours credit

Seminar approach to current practices and trends in teaching. Involves interaction analysis, evaluation techniques and strategies, instructional planning, self-assessment and reflection, and preparation of professional portfolio. **Prerequisites:** Admission to the Professional Teacher Education Program and directed teaching. **Corequisites:** ELED 401, 402. **Three hours per week.**

419. TEACHING MUSIC AND READING IN THE ELEMENTARY SCHOOL

3 hours credit

Techniques for teaching music and reading content in preschool through grade 6. Emphasis on vocal, instrumental and general music. Comprehensive overview of creative activities utilizing music/reading materials and their application to the elementary school curriculum. Offered for undergraduate credit. **Prerequisite:** Admission to Professional Teacher Education Program. **Corequisite:** ELED 309. **Three hours per week.**

427. CLASSROOM ASSESSMENT AND INTERVENTION IN READING

3 hours credit

Deals with a variety of formal and informal assessment techniques, processes and instruments from classroom, state, and national sources used to make appropriate instructional decisions in literacy for diverse populations. Includes early intervention strategies and reporting to parents. **Prerequisites:** Admission to Professional Teacher Education Program; ELED 310, 316, EDUC 318. **Corequisite:** ELED 309. **Three hours per week.**

430. DIRECTED TEACHING IN MUSIC IN THE ELEMENTARY SCHOOL

6 hours credit

Student teaching experience in all aspects of the elementary school music curriculum at several grade levels under the direction of public school music teacher, with supervision from the University staff. Includes observation and participation in the classroom as well as actual teaching and other activities and duties normally performed. **Prerequisites:** Completion of courses in the music concentration through the third year, ELED 419, SCED 429, written approval of the Music Department, admission to Professional Teacher Education Program. *(P/F)*

441. EARLY CHILDHOOD EDUCATION INTEGRATED CURRICULUM I

3 hours credit

Study of materials and methods for teaching language arts to kindergarten and pre-kindergarten level children. Emphasis on curriculum planning, use of space, class management and lesson planning. **Prerequisites:** EDUC 440 and admission to professional teacher education program. **Three hours per week.**

442. EARLY CHILDHOOD EDUCATION INTEGRATED CURRICULUM II

3 hours credit

Study of materials and methods for teaching science, social studies and math readiness to kindergarten and pre-kindergarten level children. Emphasis on curriculum planning, room design, class management, lesson planning, field trip planning and professional development. **Prerequisites:** EDUC 440 and admission to professional teacher education program. **Three hours per week.**

EMAT

500. RESEARCH AND TECHNOLOGY I

3 hours credit

Introduces students to the three basic forms of research: historical, descriptive and experimental, with an emphasis on incorporating them into classroom teaching. ERIC and other databases used in library research. Provides a technological base for the development of videotapes, portfolios and a research methodology for subsequent courses. Qualitative and quantitative data treatments developed within the context of individual student projects and the evaluation of the research literature. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

501. DEVELOPMENT AND LEARNING APPLIED TO TEACHING

3 hours credit

Examines theory and research in human development and learning psychology with application to teaching in contemporary middle and secondary schools. Emphasis on translating theory into practice by integrating field experiences, class work, student projects, assignments and exams. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

502. SOCIAL AND PHILOSOPHICAL FOUNDATIONS OF CONTEMPORARY EDUCATION

3 hours credit

Analysis of social and philosophical tenets of education, with an emphasis on implications for contemporary middle and secondary schools. Examines current trends, issues, research and practice. Field experiences involving community, educational and social service agencies required. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

503. PRINCIPLES OF CURRICULUM CONSTRUCTION

3 hours credit

Historical and current influences on curriculum developments and classroom applications; examines underlying principles, philosophical and social influences on strategic planning processes and school improvements. Emphasis on technological impacts on curriculum and instruction. Curriculum strands, research studies and products reviewed and assessed. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

504. TEACHING READING IN THE CONTENT AREAS I

3 hours credit

Knowledge of the reading process, instructional strategies and materials use, drawn from research-based recommendations for using text in secondary content areas. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

505. METHODS OF TEACHING AND ASSESSMENT

3 hours credit

Effective instructional methods and educational assessment procedures. Examines general principles related to planning and delivering instruction. Emphasizes connection between assessment and instruction. Presents informal and formal assessment procedures. Field experience required. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

506. INCLUSIVE TEACHING FOR DIVERSE POPULATIONS

3 hours credit

Survey of special education and multicultural education. Instructional implications of diversity in the classroom. Current trends and instructional strategies for inclusion will be discussed and research opportunities provided. Field experiences. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

507, 509. M.A.T. INTERNSHIP I & II

3 hours credit each

Two full-time, seven-week clinical experiences providing opportunities to actualize the latest educational research and theory into practice, including but not exclusive to observation, mini-teaching, macro-teaching, whole group lessons and action research. Conducted under the direct supervision of a clinical supervisor (experienced public school teacher) with guidance and support from the university supervisor. **Prerequisite:** Admission to the M.A.T. program. **Corequisite:** EMAT 511.

508. TEACHING READING IN THE CONTENT AREAS II

3 hours credit

In-depth study of literacy needs of diverse populations.

Includes instructional and assessment methods in reading and writing. **Prerequisites:** Admission to the M.A.T. program, EMAT 504. **Three hours per week.**

510. APPLIED RESEARCH AND TECHNOLOGY II
3 hours credit

Complete and present portfolios, action research projects and seminar papers. Integrates educational technology, especially as it applies to teaching in the schools. **Prerequisites:** Successful completion of EMAT 507, 509, 511. **Three hours per week.**

511. M.A.T. INTERNSHIP SEMINAR
3 hours credit

Forum for discussing problems encountered during the internship. Colloquium for developing strategies to resolve these problems. **Prerequisite:** Admission to M.A.T. program. **Corequisites:** EMAT 507, 509. **Three hours per week.**

512. CLASSROOM MANAGEMENT: THEORY AND PRACTICE
3 hours credit

Provides the student with a repertoire of strategies to create a classroom environment that facilitates optimal learning. Different classroom management theories will be explored and evaluated for appropriateness in a given situation. Special attention is given to accommodating diversity and strategies for effectively communicating with families is considered. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

514. SECONDARY SCHOOL PHYSICAL EDUCATION
3 hours credit

A study of methods used in teaching physical education, intended to develop a philosophy of teaching physical education that will enable the candidate to analyze and make decisions about students, curriculum and instruction. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

515. RESEARCH AND TECHNOLOGY
3 hours credit

Introduces students to the three basic forms of research: historical, descriptive and experimental, with an emphasis on incorporating them into classroom teaching. ERIC and other databases will be used in library research. Technological base will be provided for: the development of videotapes, portfolios and a research methodology for subsequent courses. Qualitative and quantitative data treatments will be developed within the context of individual student projects and the evaluation of research literature. Educational technology, especially as it applies to teaching in schools, will be integrated into the participants' project. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

516. ELEMENTARY SCHOOL PHYSICAL EDUCATION
3 hours credit

This course is designed for future physical education teachers. The purpose of this course is to provide the student with specific information about a developmental elementary physical education program. It allows students to learn and apply a skill-themes approach to movement concepts and generic levels of skill proficiency by developing a variety of age-appropriate activities for various grade levels. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

517. TEACHING MUSIC AND READING IN THE ELEMENTARY SCHOOL
3 hours credit

Techniques for teaching music and reading content in preschool through grade 6. Emphasis on vocal, instrumental and general music. Comprehensive overview of creative activities utilizing music/reading materials and their application to the elementary school curriculum. Development of a sound rationale for teaching music in elementary schools and will include a half day per week of classroom observations. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

518. MATHEMATICS AND READING METHODS IN THE SECONDARY SCHOOL, PART I
3 hours credit

First of a two course sequence for analysis of the secondary school program in mathematics, with an emphasis on methods of teaching mathematical concepts and understandings. Also an emphasis on strategies, skills and instruction in content area reading. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

519. TEACHING MUSIC AND READING IN THE SECONDARY SCHOOL
3 hours credit

Techniques for teaching music and reading content in grades 7 through 12. Emphasis on vocal, instrumental and general music. Comprehensive overview of creative activities utilizing music/reading content II materials and their application to the secondary school curriculum. Development of a sound rationale for teaching music in the secondary schools and will include one full day a week of classroom observations. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

520. MATHEMATICS AND READING METHODS IN THE SECONDARY SCHOOL, PART II
3 hours credit

Continuation of EMAT 518, including organization of teaching units, assessment, observation and evaluation of teaching in school settings. In-depth study of literacy needs of diverse students populations including instructional and assessment strategies in reading and writing. **Prerequisites:** Admission to M.A.T. program and successful completion of EMAT 518. **Three hours per week.**

521. TEACHING ENGLISH IN THE SECONDARY SCHOOL
3 hours credit

Prepares prospective teachers to teach English in middle and high schools. Students integrate their content knowledge with the basic teaching methodologies of preparing objectives, effective questioning, curriculum and resource evaluations, teacher presentations, cooperative learning, demonstrations and experiments, student projects, classroom management, lesson and unit planning. Students placed with a high school or middle school English teacher for observations and bit teaching experiences. **Prerequisites:** Admission to M.A.T. program and successful completion of EMAT 501, 502. **Three hours per week.**

522. SECONDARY SCHOOL SCIENCE METHODS
3 hours credit

Prepares prospective teachers to teach science in middle and high schools. Students integrate their content knowledge with the basic teaching methodologies of preparing objectives, effective questioning, curriculum and resource evaluations, teacher presentations, cooperative learning, demonstrations and experiments, student projects, classroom management, lesson and unit planning. Students placed with a high school or middle school science teacher for observations and bit teaching experiences. **Prerequisites:** Admission to M.A.T. program and successful completion of EMAT 501, 502. **Three hours per week.**

523. SECONDARY SCHOOL SOCIAL STUDIES METHODS
3 hours credit

Prepares prospective teachers to teach social studies in middle and high schools. Students integrate their content knowledge with the basic teaching methodologies of preparing objectives, effective questioning, curriculum and resource evaluations, teacher presentations, cooperative learning, demonstrations and experiments, student projects, classroom management, lesson and unit planning. Students placed with a high school or middle school social studies teacher for observations and bit teaching experiences. **Prerequisites:** Admission to M.A.T. program and successful completion of EMAT 501, 502. **Three hours per week.**

524. SECONDARY SCHOOL FOREIGN LANGUAGE METHODS
3 hours credit

Prepares prospective teachers to teach foreign language in middle and high schools. Students integrate their content knowledge with the basic teaching methodologies of preparing objectives, effective questioning, curriculum and resource evaluations, teacher presentations, cooperative learning, demonstrations and experiments, student projects, classroom management, lesson and unit planning. Students placed with a high school or middle school foreign language teacher for observations and bit teaching experiences. **Prerequisites:** Admission to M.A.T. program and successful completion of EMAT 501, 502. **Three hours per week.**

525. SECONDARY SCHOOL MATHEMATICS METHODS
3 hours credit

Prepares prospective teachers to teach mathematics in middle and high schools. Students integrate their content knowledge with the basic teaching methodologies of preparing objectives, effective questioning, curriculum and resource evaluations, teacher presentations, cooperative learning, demonstrations and experiments, student projects, classroom management, lesson and unit planning. Students placed with a high school or middle school mathematics teacher for observations and bit teaching experiences. **Prerequisites:** Admission to M.A.T. program and successful completion of EMAT 501, 502. **Three hours per week.**

526. ENGLISH AND READING IN THE SECONDARY SCHOOL, PART I
3 hours credit

Study of materials and methods for teaching language arts in the high school, with attention to strategies and materials that support reading and writing in content area of study. Various models and strategies for teaching the language arts—language, literature and media—at this level are demonstrated and analyzed. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

527. SCIENCE AND READING IN THE SECONDARY SCHOOL, PART I
3 hours credit

Analysis of secondary school scents teaching methods, materials and existing programs. Curricula and materials for the middle school and senior high school levels investigated by the students in biology, chemistry, earth science, physical science and physics. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

528. ENGLISH AND READING IN THE SECONDARY SCHOOL, PART II
3 hours credit

Study of materials and methods for teaching language arts in the high school, with attention to strategies and materials that support reading and writing in content area study. Various models and strategies for teaching language arts, specifically writing—at this level demonstrated and analyzed. Focus on diverse classroom populations and assessment. **Prerequisites:** Admission to M.A.T. program and successful completion of EMAT 526. **Three hours per week.**

529. SCIENCE AND READING IN THE SECONDARY SCHOOL, PART II
3 hours credit

Analysis of secondary school science teaching methods, materials and existing programs. Curricula and materials for the middle school and senior high school levels investigated by the students in: biology, chemistry, earth science, general science, physical science and physics. In-depth study of literacy needs of diverse student populations, which includes instructional and assessment strategies in reading and writing. **Prerequisites:** Admission to M.A.T. program and successful completion of EMAT 527. **Three hours per week.**

530. SOCIAL STUDIES AND READING METHODS IN THE SECONDARY SCHOOL, PART I
3 hours credit

Analysis of the secondary school program in social studies, with an emphasis on methods of teaching history, geography and citizenship. Current curriculum trends are considered, Emphasis on strategies, skills and instruction in reading. **Prerequisite:** Admission to M.A.T. program. **Three hours per week.**

531. FOREIGN LANGUAGE AND READING IN THE SECONDARY SCHOOL, PART I
3 hours credit

The study of the philosophy, aims and methods of foreign language teaching in the middle and secondary school with an emphasis on theories, techniques and materials in current use. Emphasis on strategies, skills and instructions in reading. **Prerequisite:** Admission to the M.A.T. program. **Three hours per week.**

532. SOCIAL STUDIES AND READING METHODS IN THE SECONDARY SCHOOL, PART II
3 hours credit

Analysis of the secondary school program in social studies, with an emphasis on methods of teaching history, geography and citizenship. Current curriculum trends are considered. In-depth study of literacy needs of diverse student populations including instructional and assessment strategies in reading and writing. **Prerequisites:** Admission to M.A.T. program and successful completion of EMAT 530. **Three hours per week.**

533. FOREIGN LANGUAGE AND READING IN THE SECONDARY SCHOOL, PART II
3 hours credit

The continued study of philosophy, aims and methods of teaching foreign languages in the middle or secondary school with emphasis on the theories, techniques and materials in current use, Emphasis is on developing a coherent literacy program based on appropriate materials and strategies. For instruction and assessment in reading. **Prerequisites:** Admission to M.A.T. program and successful completion of EMAT 531. **Three hours per week.**

REED

500. RESEARCH IN READING EDUCATION
3 hours credit

Introduction to elements of major research methodologies used in the study of education. Application of various methodologies in study of selected topics in reading field; evaluation of selected studies in reading education. **Prerequisite:** Admission to graduate study. **Three hours per week.**

515. WRITTEN AND ORAL LANGUAGE DEVELOPMENT
3 hours credit

Current theories of language and literacy development as related to instructional practices, grades K-12. Emphasizes the development of compositional and technical elements of writing as it relates to total language and literacy development. **Three hours per week.**

516. ELEMENTARY FOUNDATIONS OF READING
3 hours credit

Designed to provide a broad-ranging perspective of contemporary literacy instruction, methods, strategies and practices employed in the elementary classroom. Focus on balanced literacy instruction and best practices, as determined by observation, research and informed decision-making. Intended for all school personnel seeking a contemporary perspective on elementary literacy instruction and to provide a foundation for M.Ed. reading specialist certification candidates. **Prerequisite:** Admission to graduate study. **Three hours per week.**

517. SECONDARY FOUNDATIONS OF READING
3 hours credit
Knowledge of the reading process, instructional and assessment strategies, and materials use, drawn from research-based recommendations for reading and writing in secondary content areas. **Prerequisite:** Admission to graduate study. **Three hours per week.**

518. DIVERSITY AND LITERACY
3 hours credit
Explores the relationship between mainstream literacy and students who are traditionally marginalized by their diverse learning needs as well as by socioeconomic, political and cultural factors. Investigates local educational reforms for at-risk readers and their families. **Three hours per week.**

520. LITERATURE FOR CHILDREN AND ADOLESCENTS
3 hours credit
Studies the works, topics and issues in literature written specifically for children and adolescents, with an emphasis on best practices in selecting and using authentic literature in a balanced instructional program. Especially pertinent to reading specialists in its K-12 perspective. For the purposes of this course, literature is defined broadly to encompass print, non-print and media sources of reading materials. **Three hours per week.**

610. ASSESSMENT OF LITERACY DEVELOPMENT
3 hours credit
Designed for professional personnel seeking experience with assessment instruments and diagnostic techniques. Examines various instruments and strategies for the collection an analysis of data about literacy development. Quantitative and qualitative measures will be examined. **Prerequisites:** REED 500, 515, 516, 517. **Three hours per week.**

611. CLINICAL PRACTICUM I
3 hours credit
Designed for professional personnel seeking experience in remedial literacy techniques. Includes the transfer of diagnostic data into teaching strategies and materials for programs of remediation. **Prerequisites:** REED 518, 610. **Three hours per week.**

612. CLINICAL PRACTICUM II
3 hours credit
Designed for professional personnel seeking advanced work in clinical assessment and interactive instruction techniques. Includes work with small groups of children who experience difficulty in literacy learning. Promotes professional development as a reading consultant. **Prerequisite:** REED 611. **Three hours per week.**

614. LEADERSHIP FOR READING PROFESSIONALS
3 hours credit
Designed for professional personnel seeking certification as reading teachers and reading specialists. Includes organizing and enhancing a reading program, developing curricula, communicating and collaborating with diverse constituencies, providing for the professional development of self and others, and supervising professionals and paraprofessionals. **Prerequisite:** REED 612. **Three hours per week.**

620. SEMINAR IN READING EDUCATION
3 hours credit
Participation in professional reading and discussion of selected issues of literacy development and instruction. Demonstration of achievement of competencies of a reading professional through portfolio presentation and professional conference and/or publication preparation. **Prerequisite or Corequisite:** REED 612. **Three hours per week.**

SCED

339. SECONDARY/K-12 METHODS VISITATION
0 hours credit
Classroom visitations and field experiences for students enrolled in methods courses. Includes observing instruction, teaching lessons and completing assignments as determined by co-instructor(s). **Prerequisite:** Admission to the Professional Teacher Education Program. **Corequisite:** One of the following: SCED 371, 372, 373, 374, 376, 422, 429, 471, 472, 473, 474, 476. **One half day per week.**

367. INCLUSIVE INSTRUCTION FOR SECONDARY TEACHERS
3 hours credit
Acquaints pre-service secondary school teachers with the legal, social and ethical issues that surround inclusion and prepares them with a repertoire of instructional methods associated with inclusive education for students with high incidence disabilities. Field experience required. May not receive credit for both EDUC 467 and SCED 367. **Prerequisites:** Admission to Professional Teacher Education Program, EDUC 300. **Pre- or Corequisite:** SCED 371 or 372 or 373 or 374 or 376. **Three hours per week.**

371. ENGLISH AND READING METHODS IN SECONDARY SCHOOL, PART I
3 hours credit
Study of materials and methods for teaching English language arts in the middle and high school, with attention to strategies and materials that support reading and writing in content area study. Various models and strategies for teaching language arts—language, literature and media—are demonstrated and analyzed. **Prerequisite:** Admission to Professional Teacher Education Program. **Corequisite:** SCED 339. **Pre- or Corequisite:** EDUC 318 or 319. **Three hours per week.** *(spring semester only)*

372. SOCIAL STUDIES AND READING METHODS IN SECONDARY SCHOOL, PART I
3 hours credit
Analysis of middle and high school programs in social studies; emphasis on methods of teaching history, geography and citizenship. Current curriculum trends are considered. Course includes emphasis on strategies, skills and instruction in reading. **Prerequisite:** Admission to Professional Teacher Education Program. **Corequisite:** SCED 339. **Pre- or Corequisite:** EDUC 318 or 319. **Three hours per week.** *(spring semester only)*

373. MATHEMATICS AND READING METHODS IN SECONDARY SCHOOL, PART I
3 hours credit
First course of a two-course sequence for analysis of middle and high school programs in mathematics; emphasis on methods of teaching mathematical concepts and understandings. Course includes strategies, skills and instruction in reading in the content area. **Prerequisite:** Admission to Professional Teacher Education Program. **Corequisite:** SCED 339. **Pre- or Corequisite:** EDUC 318 or 319. **Three hours per week.** *(spring semester only)*

374. SCIENCE AND READING METHODS IN SECONDARY SCHOOL, PART I
3 hours credit
Analysis of middle and high school science teaching methods, materials and programs. Emphasis on instruction in biology, chemistry, earth science and physics. In-depth study of literacy needs of diverse student populations including instructional and assessment strategies in reading and writing. **Prerequisite:** Admission to Professional Teacher Education Program. **Corequisite:** SCED 339. **Pre- or Corequisite:** EDUC 318 or 319. **Three hours per week.** *(spring semester only)*

376. FOREIGN LANGUAGE AND READING METHODS IN SECONDARY SCHOOL, PART I
3 hours credit
Study of the philosophy, aims and methods of teaching foreign language in the middle and high school with emphasis on the theories, techniques and materials in current use. Course includes strategies, skills and instruction in reading in the content area. **Prerequisite:** Admission to Professional Teacher Education Program. **Corequisite:** SCED 339. **Pre- or Corequisite:** EDUC 318 or 319. **Three hours per week.**
(spring semester only)

422. TEACHING READING IN THE CONTENT AREAS: PART I
3 hours credit
Knowledge of the reading process, instructional strategies and materials used is drawn from research-based recommendations for using text in secondary content areas. Intended for all secondary and K-12 teacher education candidates. **Prerequisite:** Admission to Professional Teacher Education Program. **Three hours per week.**

424. TEACHING READING IN THE CONTENT AREAS: PART II
3 hours credit
In-depth study of literacy needs of diverse student populations. Includes instructional and assessment methods in reading and writing. Intended for Secondary and K-12 teacher certification candidates. **Prerequisite:** Admission to Professional Teacher Education Program. **Three hours per week.**

426. DIRECTED TEACHING IN THE SECONDARY SCHOOL
6 hours credit
Teacher candidate is assigned to mentor teacher in a middle or high school for one-half semester. Mentor teacher and University supervisor guide candidate in participating in all activities for which classroom teachers are responsible. **Prerequisite:** Admission to internship. **Corequisites:** SCED 428, 433. *(P/F)*

428. DIRECTED TEACHING IN THE SECONDARY SCHOOL
6 hours credit
Teacher candidate is assigned to mentor teacher in a middle or high school for one-half semester. Mentor teacher and University supervisor guide candidate in participating in all activities for which classroom teachers are responsible. **Prerequisite:** Admission to internship. **Corequisites:** SCED 426, 433. *(P/F)*

429. TEACHING MUSIC AND READING IN THE SECONDARY SCHOOL
3 hours credit
Techniques for teaching music and reading content in grades 7-12. Emphasis on vocal, instrumental and general music. Comprehensive overview of creative activities utilizing music/reading content II materials and their application to the secondary school curriculum. Offered for undergraduate credit. **Prerequisite:** Admission to Professional Teacher Education Program. **Corequisite:** SCED 339. **Three hours per week.**

431. INTERNSHIP IN MUSIC IN THE SECONDARY SCHOOL
6 hours credit
Student teaching experience in all aspects of the secondary school music curriculum including the areas of choral, instrumental and general music. Observation, participation, teaching and other activities and duties normally performed by professional teachers done under the direction of public school music teacher(s), with supervision from the University staff. **Prerequisites:** Completion of courses in the music concentration through the third year, ELED 419, SCED 429. *(P/F)*

433. REFLECTION AND INQUIRY IN TEACHING PRACTICE
3 hours credit
Forum for discussion of issues pertinent to current practices, trends and issues in the middle, junior and senior high school during the student teaching experience. Emphasis on classroom management. **Prerequisite:** Admission to internship. **Corequisites:** SCED 426, 428. **Three hours per week.**

447. ESOL METHODS
3 hours credit
Introduces students to the study, philosophy, aims and methods of teaching English as a foreign or second language with an emphasis upon the techniques and materials in current use. **Co- or prerequisites:** ENGL 433, 528. **Prerequisites:** ENGL 430, 431 and 439; admission to the professional teacher education program; passing scores on Praxis I Examinations as defined by the University and Seidel School; GPA of 2.75 in ESOL courses; or permission of the instructor for non-teachers. **Three hours per week.**

462. ESOL INTERNSHIP I - ELEMENTARY
6 hours credit
A full-time eight-week clinical experience at an elementary school setting providing opportunities to actualize the latest educational research and theory into practice for teaching English Language Learners (ELL), including, but not exclusive to,: observation, mini-teaching, macro-teaching, whole group lessons and action research. Conducted under the direct supervision of a mentor teacher (experienced public school teacher) with guidance and support from the University supervisor. **Prerequisites:** Completion of all required coursework in the B.A. ESOL/K-12 Certification sequence prior to the internship, admission to Professional Teacher Education Program, compliance with student teaching criteria. **Corequisites:** SCED 463, 465. *(P/F)*

463. ESOL INTERNSHIP II - SECONDARY
6 hours credit
A full-time eight-week clinical experience at a middle/secondary school setting providing opportunities to actualize the latest educational research and theory into practice for teaching English Language Learners (ELL), including, but not exclusive to,: observation, mini-teaching, macro-teaching, whole group lessons and action research. Conducted under the direct supervision of a mentor teacher (experienced public school teacher) with guidance and support from the University supervisor. **Prerequisites:** Completion of all required coursework in the B.A. ESOL/K-12 Certification sequence prior to the internship, admission to Professional Teacher Education Program, compliance with student teaching criteria. **Corequisites:** SCED 462, 465. *(P/F)*

465. ESOL INTERNSHIP - SEMINAR
3 hours credit
Forum for discussing issues and problems pertinent to current ESL practices encountered during the student teaching internship. Colloquium for developing strategies to resolve these problems and address classroom management concerns. **Prerequisites:** Completion of all coursework in the B.A. ESOL sequence prior to the internship, admission to Professional Teacher Education Program, compliance with student teaching criteria. **Corequisites:** SCED 462, 463. **Three hours per week.** *(P/F)*

471. ENGLISH AND READING METHODS IN THE SECONDARY SCHOOL, PART II
3 hours credit
Continuing study of materials and methods for teaching English language arts in the middle and high school, with attention to strategies and materials that support reading and writing in the content area. Various models and strategies for teaching language arts—language, literature and media—are demonstrated and analyzed. Continuation of SCED 371. **Prerequisites:** Admission to Professional Teacher Education Program, SCED 371. **Corequisite:** SCED 339. **Three hours per week.** *(fall semester only)*

472. SOCIAL STUDIES AND READING METHODS IN THE SECONDARY SCHOOL, PART II
3 hours credit
Continuing analysis of middle and high school programs in social studies. Emphasis on methods of teaching history, geography and citizenship. Current curriculum trends are considered. In-depth study of literacy needs of diverse student populations including instructional and assessment strategies in reading and writing. Continuation of SCED 372. **Prerequisites:** Admission to Professional Teacher Education Program, SCED 372. **Corequisite:** SCED 339. **Three hours per week.** *(fall semester only)*

473. MATHEMATICS AND READING METHODS IN THE SECONDARY SCHOOL, PART II
3 hours credit
Continuation of SCED 373, including organization of teaching units, assessment, observation and evaluation of teaching in middle and high school settings. In-depth study of literacy needs of diverse student populations including instructional and assessment strategies in reading and writing in the content area. **Prerequisites:** Admission to Professional Teacher Education Program, SCED 373. **Corequisite:** SCED 339. **Three hours per week.** *(fall semester only)*

474. SCIENCE AND READING METHODS IN THE SECONDARY SCHOOL, PART II
3 hours credit
Continuing analysis of middle and high school science teaching methods, materials and existing programs. Emphasis on instruction in biology, chemistry, earth science and physics. In-depth study of literacy needs of diverse student populations including instructional and assessment strategies in reading and writing. Continuation of SCED 374. **Prerequisites:** Admission to Professional Teacher Education Program, SCED 374. **Corequisite:** SCED 339. **Three hours per week.** *(fall semester only)*

476. FOREIGN LANGUAGE AND READING METHODS IN THE SECONDARY SCHOOL, PART II
3 hours credit
Continued study of the philosophy, aims and methods of teaching foreign language in the middle and high school setting with emphasis on the theories, techniques and materials in current use. Emphasis on developing a coherent literacy program based on appropriate materials and strategies for instruction and assessment in reading in the content area. Continuation of SCED 376. **Prerequisites:** Admission to Professional Teacher Education Program, SCED 376. **Corequisite:** SCED 339. **Three hours per week.** *(fall semester only)*

ENGINEERING (ENGR)

100. INTRODUCTION TO ENGINEERING DESIGN
3 hours credit
Introduction to the art and science of engineering design. Students work in teams to design, manufacture, assemble and test a product. Examples of products include a postal scale, solar cooker and human-powered water pumping systems. CAD and modeling software will also be used. **Four hours lecture/activity per week.**

101. ENGINEERING GRAPHICS
2 hours credit
Introduces procedures and tools of engineering drawing. Visualizing in three dimensions and expressing ideas graphically are covered. **One hour lecture, three hours laboratory per week.**

110. STATICS
3 hours credit
The equilibrium of stationary bodies under the influence of various kinds of forces. Forces, moments, couples, equilibrium, trusses, frames and machines, centroids, moment of inertia, beams and friction. Vector and scalar methods used to solve problems. **Prerequisites:** MATH 201, PHYS 221. **Three hours per week.**

221. DYNAMICS
3 hours credit
Systems of heavy particles and rigid bodies at rest and in motion. Force acceleration, work energy and impulse-momentum relationships. Motion of one body relative to another in a plane and in space. **Prerequisites:** MATH 202, ENGR 110. **Three hours per week.**

482. MICROWAVE ENGINEERING
3 hours credit
Laboratory experiments and theoretical principles will be seamlessly blended. A modeling software will be used. Topics include transmission lines; Smith Chart; Z, Y, T, S and ABCD matrices; waveguides; antennas; and microwave amplifier design. **Prerequisites:** PHYS 315 or ENEE 380 and PHYS 311 or ENEE 206. **Four hours lecture/activity per week.**

ENGLISH (ENGL)

101. COMPOSITION I
3 hours credit
A course in expository writing. Focus on logical thinking and critical reading and writing. **Three hours per week. Meets General Education IA (required C or better).**

102. COMPOSITION II
3 hours credit
Continued study of expository writing which focuses on the writing of critical papers responding to literature. **Prerequisite:** C or better in ENGL 101. **Three hours per week. Meets General Education IA (required C or better).**

220. INTRODUCTION TO FILM
3 hours credit
Introduction to the art of film. Concepts of organization, structure, and editing techniques through viewing and discussing short films. Literary and dramatic influences in feature films. May not receive credit for both ENGL 121 and ENGL 220. **Prerequisite:** C or better in ENGL 102. **Three hours per week.**

221. LITERATURE AND FILM
3 hours credit
The relation of film to literature as narrative, dramatic and poetic means of expression; the translation of literary works into film. May not receive credit for both ENGL 322 and ENGL 221. **Prerequisite:** C or better in ENGL 102. **Two hours lecture, two hours screening per week. Meets General Education IA.**

240. INTRODUCTION TO THE STUDY OF LANGUAGE
3 hours credit
Study of the ways language works and an introduction to the scientific study of language and linguistics. Presupposes no formal study or knowledge of language. May not receive credit for both ENGL 110 and ENGL 240. **Prerequisite:** C or better in ENGL 102. **Three hours per week.**

250. UNDERSTANDING POETRY (GENRE)
3 hours credit
Reading and interpreting a wide variety of poems, examining the features of the poem as a form, variations of the form throughout history. May not receive credit for both ENGL 203 and ENGL 250. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

251. THE ART OF THE DRAMA (GENRE)
3 hours credit
An introduction to the types of drama in the American, British and Continental traditions. May not receive credit for both ENGL 204 and ENGL 251. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

252. ASPECTS OF THE NOVEL (GENRE)
3 hours credit
Analysis of American, British and Continental novels; the form of the novel and its variations. May not receive credit for both ENGL 209 and ENGL 252. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

253. THE SHORT STORY (GENRE)
3 hours credit
A study of the historical development of the short story, its forms, characteristics and its most successful practitioners. May not receive credit for both ENGL 210 and ENGL 253. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

254. SATIRE (GENRE)
3 hours credit
The nature of satire and its historical forms. May not receive credit for both ENGL 212 and ENGL 254. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

300. STUDIES IN ENGLISH
3 hours credit
Study of a literary figure, period, genre, movement or theme. May be repeated under different subtitles. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

301. STUDIES IN ENGLISH
3 hours credit
Study of a topic in language, film or writing. May be repeated under different subtitles. **Prerequisite:** C or better in ENGL 102. **Three hours per week.**

302. INTERNSHIP IN ENGLISH I
1-3 hours credit
Provides students practical experience in using English course skills through work in a business, public service agency or professional office. A maximum of three credits may be applied to English major. May be taken for a maximum of three hours credit. May not receive credit for both ENGL 339 and ENGL 302. **Prerequisites:** ENGL 101, 102; junior standing English major or minor with minimum 3.0 cumulative GPA; written permission of department chair.

303. INTERNSHIP IN ENGLISH II
1-3 hours credit
Provides students practical experience in using English course skills through work in a business, public service agency or professional office different from that used for ENGL 302: Internship in English I. May be taken for a maximum of three hours of elective credit toward degree requirements and not major requirements. **Prerequisites:** ENGL 101, 102, 302; junior standing English major or minor with minimum 3.0 cumulative GPA; written permission of department chair.

304. BUSINESS AND PROFESSIONAL WRITING
3 hours credit
Study of business and professional documents emphasizing a rhetorical approach to analyzing issues germane to the message. Stresses effectiveness and correctness of writing, including memos, letters, resumes, proposals, press releases, abstracts, reports and evaluations. May not receive credit for both ENGL 372 and ENGL 304. **Prerequisite:** C or better in ENGL 102. **Three hours per week.**

305. TECHNICAL WRITING AND EDITING
3 hours credit
Effective writing and editing technique applied to, among others, formal proposals, mechanical descriptions, user manuals, investigative reports, field reports, feasibility reports and articles for publication. May not receive credit for both ENGL 373 and ENGL 305. **Prerequisite:** C or better in ENGL 102. **Three hours per week.**

306. WRITING FOR THE DISCIPLINES
3 hours credit
Helps students improve their writing to meet career demands of particular majors. Students examine styles and forms of writing and evaluate options and requirements for particular writing tasks. Not acceptable for General Education credit. May not receive credit for both ENGL 353 and ENGL 306. **Prerequisite:** C or better in ENGL 102. **Three hours per week.**

307. WRITING FOR THE WORLD WIDE WEB
3 hours credit
Focuses on writing content for Web sites. Students learn how to plan, write, design and evaluate Web pages and Web sites. **Prerequisite:** C or better in ENGL 102. **Three hours per week.**

308. COMPOSITION III
3 hours credit
Focuses on the practice and theory of writing, advanced strategies of writing, and the forms and aims of discourse. Emphasis on effective assignments, evaluation of prose, and the nature and analysis of style. May not receive credit for both ENGL 201 and ENGL 308. **Prerequisite:** C or better in ENGL 102. **Three hours per week.**

315. SENSUALITY IN FRENCH LITERATURE FROM 1000 TO 1700
3 hours credit
The theme of sensuality in major French works from the Middle Ages to the Enlightenment: medieval conflict, humanistic synthesis, classic rigidity. ("Song of Roland," Lays of Marie de France, Essays-Montaigne, Gargantua-Rabelais, Racine, Corneille, Moliere.) Taught in English. Cross listed with FREN 350. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

316. FRENCH LITERATURE OF PROTEST IN TRANSLATION (1700-1970)
3 hours credit
Study of the emergence of France as a nation through the

revolutionary literature of 1789, the intense emotionalism of the romantics, the realist observations and the existential absurd of France today. Taught in English. Cross listed with FREN 351. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

317. GERMAN SHORT STORIES

3 hours credit

Survey of the German short story (Deutsche Novelle) from its inception in the 18th century to the present. Taught in English. Cross listed with GERM 350. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

318. TOPICS IN HISPANIC LITERATURE IN TRANSLATION

3 hours credit

Reading, analysis and discussion of some of the classic works of Spanish and Latin American literature. Taught in English. Does not count toward the Spanish minor. May be taken only once for credit toward the Spanish major. Cross listed with SPAN 330. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

335. GOTHIC FICTION

3 hours credit

A study of the Gothic strain in English and American fiction from the late 18th through the 20th centuries—its genesis, initial manifestations, popular mutations and periodic reinvigoration. Among authors studied are Horace Walpole, Ann Radcliffe, "Monk" Lewis, Poe, James, Bram Stoker and Stephen King. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

338. LITERATURE OF THE QUEER

3 hours credit

Study of literature written by and about "queers," including gay, lesbian, bisexual, transgender, gender-transcendent and intersexed identities. Selected readings derive from antiquity though the present, and are considered in their proper cultural and historical contexts. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

341. THE BIBLE AS LITERATURE

3 hours credit

The literature of the Bible: various forms, stylistic features and relation to culture. Emphasis on the Old Testament, King James version. May not receive credit for both ENGL 313 and ENGL 341. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

342. WOMEN IN LITERATURE

3 hours credit

A study in literature written by American and British women, primarily during the 19th and 20th centuries. Among writers studied are Bronte, Eliot, Chopin, Wharton, Woolf, Plath, Walker. May not receive credit for both ENGL 309 and ENGL 342. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

344. LITERATURE OF A DECADE

3 hours credit

In-depth study of literary works of a particular decade with special emphasis on cultural and historical context. (Decade and texts selected by instructor.) May be repeated under different subtitles. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

345. SCIENCE FICTION

3 hours credit

A survey of representative works of science fiction on a persistent theme or theme, such as artificial intelligence, time travel or alien cultures by major authors of the genre. May not receive credit for both ENGL 327 and ENGL 345. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

347. THE WILDERNESS IN LITERATURE

3 hours credit

A study of evolving ideas of wilderness in journals and other non-fiction, along with readings in fiction and poetry which dramatize civilized humanity's relationships with wilderness. Nineteenth and 20th century American authors including Thoreau, John Muir, Fenimore Cooper, Edward Abbey, Jack London, Faulkner, James Dickey and Gary Snyder. May not receive credit for both ENGL 336 and ENGL 347. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

348. NATURE IN LITERATURE

3 hours credit

Study of attitudes toward Earth's various environments in British and American nature writing, especially of the 19th and 20th centuries. Includes essays by authors such as Gilbert White, John Burroughs, Aldo Leopold, Loren Eisley, Rachel Carson, Richard Nelson and Annie Dillard. May not receive credit for both ENGL 337 and ENGL 348. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

349. NORSE LITERATURE IN TRANSLATION

3 hours credit

Survey of northern European literature from the pagan era through the Middle Ages, including Germanic myths and Icelandic sagas. Supporting materials from archaeology, folklore and popular culture. May not receive credit for both ENGL 360 and ENGL 349. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

351. CREATIVE WRITING

3 hours credit

Techniques of writing fiction and poetry through reading, analysis and directed writing. Students submit work-in-progress for class discussion and a portfolio of poems or stories. May not receive credit for both ENGL 230 and ENGL 351. **Prerequisite:** C or better in ENGL 102. **Three hours per week.**

355. ARTHURIAN LITERATURE

3 hours credit

Survey of medieval and modern treatments of the legends of King Arthur. Celtic, English and Continental sources. Supporting materials from archaeology, folklore, mythology, fine arts, popular culture. May not receive credit for both ENGL 362 and ENGL 355. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

356. BRITISH LITERATURE I: BEGINNINGS TO 1800

3 hours credit

Survey of British literature from Beowulf poet to poetry of sensibility. Readings include but not limited to: *The Canterbury Tales*, Shakespeare's dramas, *Paradise Lost*, and major works by Swift, Pope and Johnson. May not receive credit for both ENGL 242 and ENGL 356. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

357. BRITISH LITERATURE II: 1800-1900

3 hours credit

Survey of British literature from William Blake and the Romantic Period to 1900. Readings include but not limited to: Wordsworth, Coleridge, Shelley, Keats, Tennyson, Browning, the Rossettis and Wilde. Poetry and fiction included. May not receive credit for both ENGL 243 and ENGL 357. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

358. BRITISH LITERATURE III: 1900 TO PRESENT

3 hours credit

Survey of major British authors from 1900 to present. Readings include but not limited to the poetry of Yeats, T.S. Eliot, Auden, Dylan Thomas, Larkin, Heaney and Ted Hughes; the plays of Caryl Churchill and Samuel Beckett; the fiction of Forster, Joyce, Lawrence, Ishiguro, Swift, Winterson, Brookner and McEwan. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

363. WORLD LITERATURE I

3 hours credit

A study of major western and non-western cultural heritages from antiquity through the Renaissance Europe and ends with the exploration/conquest literature of the "early" Americas. This course gives you a foundation in the classics of western literature and introduces you to the classical traditions of Native American peoples, India, China and the Middle East. May not receive credit for both ENGL 207 and ENGL 363. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

364. WORLD LITERATURE II

3 hours credit

A study of western and non-western cultural heritages from the 17th century to contemporary works. The texts will cover various literary periods from neoclassicism and romanticism to modernism and post-modernism. The course provides a foundation in the classics of modern western literature and introduces modern non-western literature. May not receive credit for both ENGL 208 and ENGL 364. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

365. LITERATURE OF THE THIRD WORLD

3 hours credit

Study of Third World literature and ways it resembles and differs from Western literature in matters of theme, style or content. May include authors such as Fuentes, Garcia Marquez, Paton, Head, Achebe, Thiong'o, Hulme. May not receive credit for both ENGL 448 and ENGL 365. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

366. WORLD MYTHOLOGY

3 hours credit

Primitive, oriental and Occidental mythology, emphasis on classical, Nordic and Judeo-Christian myths. Application of principles of myth and folklore criticism to Western literature, ancient through modern. Not open to students who have taken ENGL 326. May not receive credit for both ENGL 222 and ENGL 366. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

367. FOLKLORE AND FOLKLIFE

3 hours credit

Introduction to varieties of folk performance, especially verbal and literary, with attention to significance of folk groups. Methods of folklore collection, analysis, presentation and archiving. May not receive credit for both ENGL 223 and ENGL 367. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

368. PHILOSOPHICAL CONCEPTS IN LITERATURE

3 hours credit

An examination of a philosophical theme, such as existentialism or tragedy, as reflected in literature. Can be repeated for credit with different themes. May not receive credit for both ENGL 450 and ENGL 368. **Prerequisites:** C or better in ENGL 102 and a philosophy course, or permission of instructor. **Three hours per week. Meets General Education IA.**

380. AMERICAN LITERATURE I: BEGINNINGS TO 1860

3 hours credit

Study of major American literature, exclusive of the novel, from the beginnings to 1860. Among writers studied are Edwards, Franklin, Hawthorne, Irving, Melville, Poe and Whitman. May not receive credit for both ENGL 331 and ENGL 380. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

381. AMERICAN LITERATURE II: 1860-1945

3 hours credit

Study of major American literature, exclusive of the novel, from the Civil War to the end of World War II (1860-1945). Among writers studied are Chopin, Crane, Dickinson, Faulkner, Gilman, Hughes, James, Jewett, Twain, Whitman and Wright. May not receive credit for both ENGL 332 and ENGL 381. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

382. AMERICAN LITERATURE III: 1945 TO PRESENT

3 hours credit

A survey of major American writers from 1945 to the present, exclusive of the novel, in order to trace the growth in this country of an indigenous literature. Often, several works by each author will be examined. Authors may include Barth, Bellow, Bishop, Carver, Clifton, Dove, Ginsberg, Lowell, Mailer, Morrison, Oates, Roth, Updike. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

383. AFRICAN-AMERICAN LITERATURE

3 hours credit

A study of African-American literature and its relationship to African-American movements and the African-American experience in America, with emphasis on the 20th century. Authors may include DuBois, Washington, Hurston, Wright, Ellison, Hansberry, Baraka, Morrison, Walker and Naylor. May not receive credit for both ENGL 307 and ENGL 383. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

384. NATIVE AMERICAN LITERATURE

3 hours credit

Study of the literature that grew out of the unique perceptions and experiences of the Native Americans with particular emphasis on poetry, short stories and novels. Authors include Erdrich, Silko, Momaday, Black Elk, Welch and Oritz. May not receive credit for both ENGL 328 and ENGL 384. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

385. ETHNIC LITERATURE IN AMERICA

3 hours credit

Explores literature of America's ethnic cultures and their historical and literary contexts. Emphasizes but not limited to literature of African-, Asian-, Jewish-, Mexican- and Native-Americans. May not receive credit for both ENGL 449 and ENGL 385. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

386. AMERICAN WOMEN WRITERS OF COLOR

3 hours credit

Study of Native American, African-American, U.S., Latina and Asian American women's writing, emphasizing 19th and 20th century issues which influenced their writing. May not receive credit for both ENGL 346 and ENGL 386. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

387. LITERATURE OF THE AMERICAN WEST: 1820-PRESENT

3 hours credit

A study of journals and travel narratives and popular, regional and historical novels of the American West. Works of writers such as Cooper, Twain, Steinbeck, Anaya, Cather and Silko. May not receive credit for both ENGL 329 and ENGL 387. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

388. AMERICAN DRAMA

3 hours credit

Historical survey of American drama from its beginnings to the present. Includes works by major American dramatists, such as Hellman, O'Neill, Williams, Miller and Henley. May not receive credit for both ENGL 350 and ENGL 388. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

389. TOPICS IN NATIVE AMERICAN LITERATURE

3 hours credit

Study of select topics in Native American literature. Such topics may include a specific period, region, native group, set of authors, theme or issue. May be taken twice under different subtitles. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

399. INTERNATIONAL STUDIES IN LITERATURE

3 hours credit

On-site study of the literature, drama, theatre, and culture of selected countries. Field study preceded by pre-tour lectures. May be taken twice for credit under different subtitles. The objective of the course is to better understand the culture and the history of a foreign country through experimental learning and intelligent mentoring. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

401. STUDIES IN FILM

3 hours credit

Study of a director, period, genre, movement or theme in the area of film. May be repeated twice under different subtitles. May not receive credit for both ENGL 325 and ENGL 401. **Prerequisite:** C or better in ENGL 102. **Three hours per week.**

402. FILM HISTORY

3 hours credit

The history of motion pictures with a focus on technical and artistic trends and the work of important artists and directors. May not receive credit for both ENGL 321 and ENGL 402. **Prerequisite:** C or better in ENGL 102. **Three hours per week.**

403. FILM GENRE

3 hours credit

An introduction to the concept of film genre and to the study of specific film genres including comedies, musicals, westerns, gangster films, horror films and science fiction films. May not receive credit for both ENGL 324 and ENGL 403. **Prerequisite:** C or better in ENGL 102. **Three hours per week.**

404. INTERNATIONAL CINEMA

3 hours credit

Study of a wide range of films made around the world, with special emphasis on historical development of selected national cinemas, cultural and economic determinants that affect the production of film and the contrasting conventions of film style in contrasting contexts of production. **Prerequisite:** C or better in ENGL 102. **Three hours per week.**

405. MAJOR FILM DIRECTORS

3 hours credit

Intensive study of individual American and foreign *auteur* directors, singly or in groups. Focus on those artists who write their own screenplays and direct their own films. May be repeated twice if different directors are studied. **Prerequisite:** C or better in ENGL 102. **Three hours per week.**

408. FILM THEORY

3 hours credit

Introduction to influential theoretical approaches to film such as psychoanalysis, auteurism, feminism, reception and spectatorship theories, genre studies, queer theory and post-Colonial criticism. Includes a range of screenings and encourages students to read films in terms of various cultural, ideological and personal perspectives. **Prerequisite:** ENGL 220 or 221 or 402 or 403 or 404 or 405. **Three hours per week.**

410. INDIVIDUAL AUTHORS

3 hours credit

An intensive study of one to three writers of major stature (choice to be made by the instructor). May not receive credit for both ENGL 343 and ENGL 410. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

411. CHAUCER

3 hours credit

Study of representative works by the 14th-century poet Chaucer, taught in their original language, Middle English, with a special emphasis on *The Canterbury Tales*. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

412. MILTON

3 hours credit

The sonnets, companion poems, essays and drama. Emphasis on *Paradise Lost*. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

413. SHAKESPEARE

3 hours credit

A study of the major comedies and histories with an emphasis on the tragedies. May not receive credit for both ENGL 419 and ENGL 413. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

415. FICTION WORKSHOP

3 hours credit

Students analyze in a workshop setting readings in contemporary fiction to observe techniques in craftsmanship and present their own fiction for intensive examination by workshop participants. May be taken twice for credit. May not receive credit for both ENGL 415 and ENGL 311. **Prerequisite:** ENGL 351 or permission of instructor. **Three hours per week.**

416. POETRY WORKSHOP

3 hours credit

Students analyze in a workshop setting readings in contemporary poetry to observe techniques in craftsmanship and present their own poetry for intensive examination by workshop participants. May not receive credit for both ENGL 416 and ENGL 312. May be taken twice for credit. **Prerequisite:** ENGL 351 or permission of instructor. **Three hours per week.**

417. WRITER'S CRAFT

3 hours credit

In-depth study of the creative writing process. Students develop a craft workbook that focuses on contemporary forms and strategies. Students write by assignment and develop techniques of reviewing in order to compare and contrast certain authors' aesthetics with their own creative writings. May be taken twice for credit. May not receive credit for both ENGL 417 and ENGL 314 and/or ENGL 340. **Prerequisite:** ENGL 351 or permission of instructor. **Three hours per week.**

428. ESOL TESTS AND MEASUREMENTS

3 hours credit

Focuses on present-day language theory and practice. Objectives are not only to increase students' skills in writing classroom language tests and assessing standardized instruments intended for second language learners, but also to improve their ability to evaluate language research in which testing plays a part. **Prerequisite:** ENGL 240 or 430 or permission from instructor. **Three hours per week.**

430. PRINCIPLES OF LINGUISTICS

3 hours credit

Detailed study of the primary linguistic systems, including phonology, morphology, semantics, syntax and pragmatics. Introduces important sociolinguistic research concerns. As the course is designed for teachers in training, students apply those linguistic concepts to practical language learning problems. **Prerequisite:** C or better in ENGL 102. **Three hours per week.**

431. SURVEY OF MODERN ENGLISH GRAMMAR

3 hours credit

Study of modern English grammar accomplished through a variety of language analysis approaches, including traditional, structural and transformational. **Prerequisite:** ENGL 240 or 430 or permission of instructor. **Three hours per week.**

432. LITERACY AND ESOL READING

3 hours credit

Introduces students interested in questions of language acquisition to the theories and practices relating to learning to read in a second language or second dialect. Topics included are models for acquiring foreign language reading skills, teaching strategies for second language/dialect literacy, evaluating literacy skills, current research about acquisition of literacy skills, and political and social implications of second language/dialect literacy. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

433. LANGUAGE AND CULTURE

3 hours credit

Linguistics approach to the peculiar relationship between a language and the cultural total of which the language is a part. Examines language variations within a community according to gender, age, geography, ethnicity, socioeconomic class and level of education. Considers the educational, political and economic implications. **Prerequisite:** C or better in ENGL 102. **Three hours per week.**

434. LITERACY AND ESOL WRITING

3 hours credit

Introduces students interested in questions of language acquisition to the theories and practices of learning to write in a second language or second dialect. Topics include writing theory, writing strategies, evaluating writing, and writers and rhetorical concerns. Students develop a literacy project, writing materials for specific ESOL students. May not receive credit for both ENGL 443 and ENGL 434. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

438. BILINGUALISM

3 hours credit

Study of what it means to be a bilingual child or adult. Explores the mind's role in bilingualism and in language acquisition. Surveys educational systems' response to language variance among students and explores the social, academic and language learning consequences of growing up bilingual in the U.S.A. **Prerequisite:** ENGL 430 or permission of instructor. **Three hours per week.**

439. SECOND LANGUAGE ACQUISITION

3 hours credit

Introduction to second language acquisition (SLA) theory and the application of SLA theory to second/foreign language teaching practices. Explores what it means to know a language and, hence, how one learns a second language. **Prerequisites:** ENGL 110, 430 or permission of instructor. **Three hours per week.**

447. CURRENT APPROACHES IN ESOL INSTRUCTION

3 hours credit

Familiarizes students with the foundations of teaching English to speakers of other languages (ESOL). It provides for examination of current theory and empirical data on language learning and teaching. Participants will examine pedagogical implications/applications of teaching methodologies intended for non-native speakers of English by examining the latest research data. This course seeks to meet the needs of practicing or prospective teachers enrolled in an undergraduate program. This is an introductory course. **Three hours per week.**

453. MODERN POETRY

3 hours credit

A study of British and American poetry from Yeats through World War II. Poets include Hopkins, Yeats, Eliot, Pound, Frost, Williams, Robinson, Crane, Stevens, Auden and Dylan Thomas. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

455. NON-FICTION WORKSHOP

3 hours credit

Students analyze in a workshop setting readings in contemporary nonfiction to observe techniques in craftsmanship and present their own nonfiction for intensive examination by workshop participants. May be taken twice for credit. **Prerequisite:** C or better in ENGL 102. **Three hours per week.**

461. FEMINIST LITERATURE AND THEORY

3 hours credit

A survey of the growth and transformation of feminist literature and theory from the birth of the woman's movement in the nineteenth century to contemporary cultural feminist writings. We will also investigate modern and contemporary images and representations of women in literature, film and popular culture from a critical perspective that celebrates cultural diversity and alternative viewpoints. **Prerequisites:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

463. LITERARY ANALYSIS

3 hours credit

Analytical approaches to literature designed to teach teachers and prospective teachers traditional, formal, psychological, mythological and exponential analyses of narrative fiction, drama and poetry applied to the various genres. **Prerequisite:** C or better in ENGL 102. **Three hours per week.**

464. RHETORICAL CRITICISM

3 hours credit

Introduces critical methods for analyzing persuasive messages in a variety of genres and contexts. **Prerequisite:** C or better in ENGL 306 or 308. **Three hours per week.**

465. RESEARCH IN COMPOSITION

3 hours credit

Explores current theories and research on writing process and product. Topics include: definitions of writing; rhetorical contexts; heuristics for pre-writing, writing and rewriting; questions of arrangement, style, grammar, mechanics and assessment. **Prerequisite:** C or better in ENGL 102. **Three hours per week.**

466. CURRENT PROBLEMS IN COMPOSITION RESEARCH

3 hours credit

Applies theoretical concepts from ENGL 465 to current issues in composition and rhetoric research (such as basic writing, methods of responding to student writing and audience adaptation). Emphasizes modes of research for continuing investigation of these issues. **Prerequisite:** ENGL 465 or approval of the instructor. **Three hours per week.**

467. HISTORY AND THEORY OF RHETORIC

3 hours credit

Study of how changing views of rhetoric affect public attitudes toward writing and influence writing instruction in schools and universities. Emphasizes shifting views toward style, argument and the relationship between persuasion and knowledge. May not receive credit for both ENGL 470 and ENGL 467. **Prerequisite:** C or better in ENGL 102. **Three hours per week.**

468. SEMINAR IN LITERARY RESEARCH

3 hours credit

Introduces students to research methods in the study of literature and language. Guides students in the preparation of a scholarly research project. Not for graduate credit. **Prerequisites:** C or better in ENGL 102 and 12 hours of literature credits at the 300-400 level or instructor's permission. **Three hours per week.**

471. MEDIEVAL ENGLISH LITERATURE

3 hours credit

A survey of literature produced in and around the British Isles between the 8th and 15th centuries of the Common Era. Anglo-Saxon and other early medieval selections presented in translation although the course includes instruction in rudimentary Old English. Middle English works (excluding Chaucer) presented in the original. Primary texts historicized and contextualized through secondary readings in history, ethnography, the arts, criticism. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

472. ELIZABETHAN AND JACOBEAN LITERATURE

3 hours credit

A study of major British literature, exclusive of Shakespeare, from 1500-1660. Authors include Sidney, Spenser, Donne and Milton. May not receive credit for both ENGL 414 and ENGL 472. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

473. RESTORATION AND 18TH CENTURY LITERATURE

3 hours credit

A study of British literature from 1660 through the 18th century. Writers studied include Behn, Rochester, Dryden, Defoe, Swift, Pope, Johnson, Boswell, Goldsmith, Burns and Blake. May not receive credit for both ENGL 420 and ENGL 473. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

474. ROMANTIC LITERATURE

3 hours credit

Study of British poetry and aesthetics from the French Revolution through the first third of the 19th century. Primary readings from Blake, Wordsworth, Coleridge, Byron, Shelley, Keats. May not receive credits for both ENGL 421 and ENGL 474. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

475. VICTORIAN LITERATURE

3 hours credit

A study of major British literature during the reign of Queen Victoria. Writers studied may include Tennyson, Browning, Arnold, Carlyle, Newman and Ruskin. May not receive credit for both ENGL 425 and ENGL 475. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

476. BRITISH NOVEL I: BEGINNINGS TO 1800

3 hours credit

A study of the British novel through the 18th century. Novelists studied include Defoe, Richardson, Fielding, Sterne, Smollett and Austen. May not receive credit for both ENGL 460 and ENGL 476. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

477. BRITISH NOVEL II: 1800-1945

3 hours credit

A study of the British novel of the 19th and 20th centuries, with works chosen from the writings of Austen, Dickens, Thackeray, Trollope, Hardy, Conrad, D.H. Lawrence and Virginia Woolf. May not receive credit for both ENGL 462 and ENGL 477. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

478. BRITISH NOVEL III: 1945 TO THE PRESENT

3 hours credit

A study of the British novel of the second half of the 20th century, with works chosen from Orwell, Golding, Amis, Murdoch, Spark, Byatt, Rushdie, McEwan, Barnes, Carter, Graham Swift and others. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

479. CONTEMPORARY TRENDS IN BRITISH LITERATURE

3 hours credit

Contemporary trends in British literature from 1970 to the present. Writers may include Penelope Fitzgerald, Anita Brookner, A. S. Byatt, Seamus Heaney, Geoffrey Hill, Tom Stoppard, William Trevor, Martin Amis, Graham Swift, Ian McEwan and Brian Friel. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

480. COLONIAL AMERICAN LITERATURE

3 hours credit

A study of American literature prior to 1820. Writers studied may include Bradford, Bradstreet, Taylor, Edwards, Franklin, Irving and Cooper. May not receive credit for both ENGL 426 and ENGL 480. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

481. THE AMERICAN RENAISSANCE

3 hours credit

A study of the Transcendental Movement and literature between 1830 and 1870. Emphasis on the works of Emerson, Thoreau, Hawthorne, Melville, Whitman and Dickinson. May not receive credit for both ENGL 427 and ENGL 481. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

483. AMERICAN SOUTHERN RENAISSANCE: 1930-1970

3 hours credit

A study of fiction produced in the South between 1930 and 1970. Writers may include Glasgow, Faulkner, O'Connor, Welty, Porter, Warren, Percy, Capote, Taylor, Grau, Styron and Young. May not receive credit for both ENGL 428 and ENGL 483. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

484. AMERICAN NOVEL I: BEGINNINGS TO 1900

3 hours credit

A study of major American novels through 1900. Writers studied may include Crane, Hawthorne, Melville and Twain. May not receive credit for both ENGL 457 and ENGL 484. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

485. AMERICAN NOVEL II: 1900-1945

3 hours credit

A study of major American novels between 1900 and World War II. Writers studied may include Cather, Faulkner, Fitzgerald, Hemingway, Hurston, James, Lewis and Wharton. May not receive credit for both ENGL 458 and ENGL 485. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

486. AMERICAN NOVEL III: 1945-PRESENT

3 hours credit

A study of major American novels since World War II. Writers may include Pynchon, Roth, Morrison, McCarthy, Mukherjee, DeLillo, Kerouac, Nabokov. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

488. CONTEMPORARY TRENDS IN AMERICAN LITERATURE

3 hours credit

Contemporary trends in U.S. literature from 1970 to the present. Writers may include McCarthy, DeLillo, Shepard, Tyler, Vonnegut, C. Johnson, Albee, Kincaid, Morrison, Walker, Silko. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

490. TOPICS IN ENGLISH: LITERATURE

1-3 hours credit

Intensive study of a literary genre, figure or period. May be repeated for credit in different areas of study. **Prerequisite:** C or better in ENGL 102 or permission of instructor. **Meets General Education IA.**

491. TOPICS IN LINGUISTICS AND LANGUAGE LEARNING

3 hours credit

An examination of selected topics of linguistics as they relate directly to first and second language learning. The course may focus in different semesters on such topics as phonology and language learning, syntactic theory and language learning, or discourse and language learning. This course may be repeated once under different course subtitles. **Prerequisite:** ENGL 430. **Three hours per week.**

492. PRACTICUM IN ENGLISH

1-3 hours credit

Under the close supervision of a master teacher, an advanced student in an English option interns as a teaching assistant in a lower-division course in that option. May not receive credit for both ENGL 442 and ENGL 492. **Prerequisites:** Nine hours of coursework in that option and approval of department chair. **Variable hours per week.**

493. INDEPENDENT STUDY

3 hours credit

Tutorial course in any area of English. Open to junior and senior English majors with superior English grades. **Prerequisite:** Permission of the department chair prior to registration. One conference weekly. May be taken twice. Not for graduate credit. Previously listed as ENGL 400.

494. TOPICS IN ENGLISH: WRITING OR FILM

1-3 hours credit

Intensive study in language or film. May be repeated for credit in different areas of study. **Prerequisite:** C or better in ENGL 102 or permission of instructor. **Three hours per week.**

495. TOPICS IN WRITING AND RHETORIC

3 hours credit

Intensive study of selected topics in writing and rhetoric. May be repeated in different areas of study for a maximum of six hours of credit. **Prerequisite:** C or better in ENGL 306 or 308. **Three hours per week.**

497. UNDERGRADUATE RESEARCH

1-3 hours credit

Designed to encourage students to pursue an important area of research under the supervision of an English faculty member. Students will have the opportunity to study a topic in depth and design their own research project to contribute to that area's body of knowledge. Specific topics are indicated on student transcripts. Public presentation required. May be taken for a maximum of three credits. **Prerequisites:** C or better in ENGL 102, permission of instructor and department chair.

499. ENGLISH HONORS

3 hours credit

Independent study in an area of English leading to an honors thesis. **Prerequisite:** invitation by the Department of English.

500. SEMINAR IN AMERICAN LITERATURE THROUGH THE 19TH CENTURY

3 hours credit

A study of selected topics in American literature through the 19th century. Emphasizes one or more authors, genres or literary themes. May be repeated under different course subtitles. **Three hours per week.**

501. SEMINAR IN AMERICAN LITERATURE OF THE 20TH CENTURY

3 hours credit

A study of selected topics in American literature of the 20th century (up to 1945). Emphasizes one or more authors, genres or literary themes. May be repeated under different course subtitles. **Three hours per week.**

502. SEMINAR IN ENGLISH LITERATURE I

3 hours credit

A study of selected topics in English literature from the beginnings to 1660. Emphasizes one or more authors, genres or literary themes. May be repeated under different course subtitles. **Three hours per week.**

503. SEMINAR IN ENGLISH LITERATURE II

3 hours credit

A study of selected topics in English literature of the Restoration and 18th century. Emphasizes one or more major authors, genres or literary themes. May be repeated under different course subtitles. **Three hours per week.**

504. SEMINAR IN ENGLISH LITERATURE III

3 hours credit

A study in selected topics of English literature of the 19th century. Emphasizes one or more major authors, genres or literary themes. May be repeated under different course subtitles. **Three hours per week.**

505. SEMINAR IN ENGLISH LITERATURE IV

3 hours credit

A study of selected topics in English literature of the 20th century. Emphasizes one or more major authors, genres or literary themes. May be repeated under different course subtitles. **Three hours per week.**

507. STUDIES IN FILM

3 hours credit

Study of a director, period, genre, movement or theme in the area of film. May be repeated twice under different subtitles. **Three hours per week.**

509. SEMINAR IN LANGUAGE STUDY

3 hours credit

A study in selected topics in language and linguistics. The course focuses in different semesters on such topics as the new English, descriptive or historical linguistics, morphology-syntax, or phonetics and phonemics, teaching standard English to speakers of other languages or to speakers of other dialects. May be repeated under different course subtitles. **Prerequisite:** Permission of instructor. **Three hours per week.**

510. SEMINAR IN LITERATURE: SPECIAL TOPICS

3 hours credit

Examines topics in English and American literature which cross traditional, chronological, national or ontological boundaries. May be repeated under different course subtitles. **Three hours per week.**

511. CHAUCER

3 hours credit

Study of representative works by the 14th-century poet Chaucer, taught in their original language, Middle English, with a special emphasis on *The Canterbury Tales*. **Three hours per week.**

512. MILTON

3 hours credit

The sonnets, companion poems, essays and drama. Emphasis on *Paradise Lost*. **Three hours per week.**

513. SHAKESPEARE

3 hours credit

A study of the major comedies and histories with an emphasis on the tragedies. **Three hours per week.**

514. WRITING PROGRAM ISSUES

3 hours credit

Explores successful writing programs, particularly at the college level, and their connections to research/theory in composition. Requires students to evaluate and propose guidelines for composition study and instruction. **Three hours per week.**

515. EASTERN SHORE WRITING PROJECT SUMMER INSTITUTE

6 hours credit

Explores current theories about the composing process and their implications for teaching writing and using writing to teach other content areas. Focuses on adapting and evaluating classroom activities for different grade levels and educational settings. Cross-listed with EDUC 515. **Prerequisite:** Permission of the instructor.

516. FILM HISTORY

3 hours credit

The history of motion pictures with a focus on technical and artistic trends and the work of important artists and directors. **Three hours per week.**

517. FILM GENRE

3 hours credit

An introduction to the concept of film genre and to the study of specific film genres including comedies, musicals, westerns, gangster films, horror films and science fiction films. **Three hours per week.**

518. MAJOR FILM DIRECTORS

3 hours credit

Intensive study of individual American and foreign *auteur* directors, singly or in groups. Focus on those artists who write their own screenplays and direct their own films. May be repeated twice if different directors are studied. **Three hours per week.**

522. INDIVIDUAL AUTHORS

3 hours credit

An intensive study of one to three writers of major stature (choice to be made by the instructor). **Three hours per week.**

528. ESOL TESTS AND MEASUREMENTS

3 hours credit

Introduces students to present-day language theory and practice. Objectives are not only to increase students' skills in writing classroom language tests and assessing standardized instruments, but also to improve their ability to evaluate language research in which testing plays a part. **Prerequisite:** ENGL 430/536 or permission of instructor. **Three hours per week.**

530. DIRECTED RESEARCH

3 hours credit

Preparation of optional research project in master's degree program under department supervision.

531. THESIS

3 hours credit

532. LITERACY AND ESOL READING

3 hours credit

Introduces students interested in questions of language acquisition to the theories and practices relating to learning to read in a second language or second dialect. Topics include models for acquiring foreign language reading skills, teaching strategies for second language/dialect literacy, evaluating literacy skills, investigating current research about acquisition of literacy skills, and exploring political and social implications of second/language/dialect literacy. **Prerequisite:** ENGL 240 or 430/536 or permission of instructor. **Three hours per week.**

533. ESOL PROGRAM DEVELOPMENT

3 hours credit

Introduces students to the theory, practice and special needs in developing and implementing an ESOL curriculum in a public, private or business enterprise for language learners K-adult. Allows students to explore the complexities involved in planning and developing a language curriculum; sensitize themselves to the cultural conflicts and biases, both sociolinguistic and linguistic, which are faced by limited English-proficient students; and to prepare for the actual writing and implementing of an ESOL curriculum where needed. **Prerequisite:** ENGL 430/536 or permission of instructor. **Three hours per week.**

534. LITERACY AND ESOL WRITING

3 hours credit

Introduces students interested in questions of language acquisition to the theories and practices of learning to write in a second language or second dialect. Topics include writing theory, writing strategies, and second language writers and rhetorical concerns. In addition, students will examine teaching methodologies for second language/dialect literacy, evaluating literacy skills, current research about acquisition of literacy skills, and political and social implications of second language/dialect literacy. **Prerequisite:** ENGL 240 or 430/536 or permission of instructor. **Three hours per week.**

535. LANGUAGE AND CULTURE

3 hours credit

Emphasizes a linguistic approach to the peculiar relationship between a language and the cultural total of which the language is a part. It examines language variations within a community according to gender, age, geography, ethnicity, socioeconomic class and education, while considering the educational, political and economic implications. Specifically, this course should be considered an exploration of the study of language in its social setting. **Prerequisite:** Permission of the instructor. **Three hours per week.**

536. PRINCIPLES OF LINGUISTICS

3 hours credit

An introductory study of nature of language from both a theoretical and applied perspective. The focus is on the study of sounds and articulation (phonetics), sound systems (phonology), word structure and formation (morphology), phrase and sentence structure (syntax), aspects of meaning (semantics) and will also concentrate on applied aspects of linguistic study such as neurolinguistics, psycholinguistics, sociolinguistics, computational linguistics, and first and second language acquisition. To provide students with a fundamental understanding of core areas of linguistics and to equip students with the analytical techniques and methods required to solve questions about language. **Prerequisite:** Permission of the instructor. **Three hours per week.**

537. SURVEY OF MODERN ENGLISH GRAMMAR

3 hours credit

To provide an understanding of the systematic structure and rules of English, i.e., the system underlying the construction of possible sentences in the English language; the grammatical terminology and concepts necessary for the analysis of English structures, i.e., the metalanguage of analysis; the application of such a theoretical background in the actual linguistic analysis of English constructions; the utility of such a knowledge in the future teaching of English, to both native and ESOL speakers; and some typical fallacies concerning the structure and pedagogical applications of English grammar. **Prerequisite:** ENGL 240 or 430/536 or permission of the instructor. **Three hours per week.**

538. BILINGUALISM

3 hours credit

To familiarize students with various aspects of bilingual education and language contact from a social-psychological perspective. Explore the role of the mind in bilingualism and in language acquisition. Content addresses the societal, political and cultural implications of bilinguality and the cognitive and educational implications. It aims to provide analysis and evaluation of current theory and research on bilingualism, as well as for examination of pertinent pedagogical implications/applications. **Prerequisite:** Permission of the instructor. **Three hours per week.**

539. SECOND LANGUAGE ACQUISITION

3 hours credit

An introduction to second language acquisition (SLA) theory and application of SLA theory to second/foreign language teaching practices. Explores what it means to know a language and, hence, how one learns a second language. **Prerequisite:** ENGL 240 or 430/536 or permission of the instructor. **Three hours per week.**

547. CURRENT APPROACHES IN ESOL INSTRUCTION

3 hours credit

Familiarizes students with the foundations of teaching English to speakers of other languages (ESOL). It provides for examination of current theory and empirical data on language learning and teaching. Participants will examine pedagogical implications/applications of teaching methodologies intended for non-native speakers of English by examining the latest research data. This course seeks to meet the needs of practicing or prospective teachers enrolled in a graduate program. **Three hours per week.**

553. MODERN POETRY

3 hours credit

A study of British and American poetry from Yeats through World War II. Poets include Hopkins, Yeats, Eliot, Pound, Frost, Williams, Robinson, Crane, Stevens, Auden and Dylan Thomas. **Three hours per week.**

561. FEMINIST LITERATURE AND THEORY

3 hours credit

A survey of the growth and transformation of feminist literature and theory from the birth of the woman's movement in the nineteenth century to contemporary cultural feminist writings. We will also investigate modern and contemporary images and representations of women in literature, film and popular culture from a critical perspective that celebrates cultural diversity and alternative viewpoints. **Three hours per week.**

563. LITERARY ANALYSIS

3 hours credit

Analytical approaches to literature designed to teach teachers and prospective teachers traditional, formal, psychological, mythological and exponential analyses of narrative fiction, drama and poetry applied to the various genres. **Three hours per week.**

564. RHETORICAL CRITICISM

3 hours credit

Introduces critical methods for analyzing persuasive messages in a variety of genres and contexts. **Three hours per week.**

565. RESEARCH IN COMPOSITION

3 hours credit

Explores current theories and research on writing process and product. Topics include: definitions of writing; rhetorical contexts; heuristics for pre-writing, writing and rewriting; questions of arrangement, style, grammar, mechanics and assessment. **Three hours per week.**

566. CURRENT PROBLEMS IN COMPOSITION RESEARCH

3 hours credit

Applies theoretical concepts from ENGL 465 to current issues in composition and rhetoric research (such as basic writing, methods of responding to student writing and audience adaptation). Emphasizes modes of research for continuing investigation of these issues. **Prerequisite:** ENGL 465/565 or approval of the instructor. **Three hours per week.**

567. HISTORY AND THEORY OF RHETORIC

3 hours credit

Study of how changing views of rhetoric affect public attitudes toward writing and influence writing instruction in schools and universities. Emphasizes shifting views toward style, argument and the relationship between persuasion and knowledge. **Three hours per week.**

571. MEDIEVAL ENGLISH LITERATURE

3 hours credit

A survey of literature produced in and around the British Isles between the 8th and 15th centuries of the Common Era. Anglo-Saxon and other early medieval selections presented in translation although the course includes instruction in rudimentary Old English. Middle English works (excluding Chaucer) presented in the original. Primary texts historicized and contextualized through secondary readings in history, ethnography, the arts, criticism. **Three hours per week.**

572. ELIZABETHAN AND JACOBEAN LITERATURE

3 hours credit

A study of major British literature, exclusive of Shakespeare, from 1500-1660. Authors include Sidney, Spenser, Donne and Milton. **Three hours per week.**

573. RESTORATION AND 18TH CENTURY LITERATURE

3 hours credit

A study of British literature from 1660 through the 18th century. Writers studied include Behn, Rochester, Dryden, Defoe, Swift, Pope, Johnson, Boswell, Goldsmith, Burns and Blake. **Three hours per week.**

574. ROMANTIC LITERATURE

3 hours credit

Study of British poetry and aesthetics from the French Revolution through the first third of the 19th century. Primary readings from Blake, Wordsworth, Coleridge, Byron, Shelley, Keats. **Three hours per week.**

575. VICTORIAN LITERATURE

3 hours credit

A study of major British literature during the reign of Queen Victoria. Writers studied may include Tennyson, Browning, Arnold, Carlyle, Newman and Ruskin. **Three hours per week.**

576. BRITISH NOVEL I: BEGINNINGS TO 1800

3 hours credit

A study of the British novel through the 18th century. Novelists studied include Defoe, Richardson, Fielding, Sterne, Smollett and Austen. **Three hours per week.**

577. BRITISH NOVEL II: 1800-1945

3 hours credit

A study of the British novel of the 19th and 20th centuries, with works chosen from the writings of Austen, Dickens, Thackeray, Trollope, Hardy, Conrad, D.H. Lawrence and Virginia Woolf. **Three hours per week.**

578. BRITISH NOVEL III: 1945 TO THE PRESENT

3 hours credit

A study of the British novel of the second half of the 20th century, with works chosen from Orwell, Golding, Amis, Murdoch, Spark, Byatt, Rushdie, McEwan, Barnes, Carter, Graham Swift and others. **Three hours per week.**

579. CONTEMPORARY TRENDS IN BRITISH LITERATURE

3 hours credit

Contemporary trends in British literature from 1970 to the present. Writers may include Penelope Fitzgerald, Anita Brookner, A. S. Byatt, Seamus Heaney, Geoffrey Hill, Tom Stoppard, William Trevor, Martin Amis, Graham Swift, Ian McEwan and Brian Friel. **Three hours per week.**

580. COLONIAL AMERICAN LITERATURE

3 hours credit

A study of American literature prior to 1820. Writers studied may include Bradford, Bradstreet, Taylor, Edwards, Franklin, Irving and Cooper. **Three hours per week.**

581. THE AMERICAN RENAISSANCE

3 hours credit

A study of the Transcendental Movement and literature between 1830 and 1870. Emphasis on the works of Emerson, Thoreau, Hawthorne, Melville, Whitman and Dickinson. **Three hours per week.**

583. AMERICAN SOUTHERN RENAISSANCE: 1930-1970

3 hours credit

A study of fiction produced in the South between 1930 and 1970. Writers may include Glasgow, Faulkner, O'Connor, Welty, Porter, Warren, Percy, Capote, Taylor, Grau, Styron and Young. **Three hours per week.**

584. AMERICAN NOVEL I: BEGINNINGS TO 1900

3 hours credit

A study of major American novels through 1900. Writers studied may include Crane, Hawthorne, Melville and Twain. **Three hours per week.**

585. AMERICAN NOVEL II: 1900-1945

3 hours credit

A study of major American novels between 1900 and World War II. Writers studied may include Cather, Faulkner, Fitzgerald, Hemingway, Hurston, James, Lewis and Wharton. **Three hours per week.**

586. AMERICAN NOVEL III: 1945-PRESENT

3 hours credit

A study of major American novels since World War II. Writers may include Pynchon, Roth, Morrison, McCarthy, Mukherjee, DeLillo, Kerouac, Nabokov. **Three hours per week.**

588. CONTEMPORARY TRENDS IN AMERICAN LITERATURE

3 hours credit

Contemporary trends in U.S. literature from 1970 to the present. Writers may include McCarthy, DeLillo, Shepard, Tyler, Vonnegut, C. Johnson, Albee, Kincaid, Morrison, Walker, Silko. **Three hours per week.**

590. TOPICS IN ENGLISH: LITERATURE

1-3 hours credit

Intensive study of a literary genre, figure or period. May be repeated for credit in different areas of study.

591. TOPICS IN LINGUISTICS AND LANGUAGE LEARNING

3 hours credit

An examination of selected topics of linguistics as they relate directly to first and second language learning. The course may focus in different semesters on such topics as phonology and language learning, syntactic theory and language learning, or discourse and language learning. This course may be repeated once under different course subtitles. **Prerequisite:** ENGL 430/536. **Three hours per week.**

592. PRACTICUM IN ENGLISH

1-3 hours credit

Under the close supervision of a master teacher, an advanced student in an English option interns as a teaching assistant in a lower-division course in that option. **Prerequisites:** Nine hours of course work in that option, approval of department chair. **Variable hours per week.**

594. TOPICS IN ENGLISH: WRITING OR FILM

1-3 hours credit

Intensive study in language or film. May be taken for credit in different areas of study.

595. TOPICS IN WRITING AND RHETORIC

3 hours credit

Intensive study of selected topics in writing and rhetoric. May be taken in different areas of study for a total of six hours of credit. **Three hours per week.**

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

400. BUSINESS ENGLISH FOR INTERNATIONALS

3 hours credit

Introduction to the specific English language skills needed in the genre of business and in technical communication for students for whom English is not a native language. The course aims at augmenting English skills through contextualized vocabulary and language enrichment via exposure to content-rich materials in the area of marketing, international business, management and computer applications. Students will be exposed to both formal and informal protocols of the discourse of business English via a variety of media. **Prerequisite:** Permission of the instructor. **Three hours per week.**

ENVIRONMENTAL HEALTH SCIENCE (ENVH)

110. INTRODUCTION TO ENVIRONMENTAL SCIENCE

3 hours credit

Introduction to the interactions of living organisms and the environment, with an emphasis on human interactions. Environmental science principles, consequences of environmental pollution and resource depletion that lead to environmental degradation are presented. Global environmental challenges, such as global stratospheric ozone depletion and biodiversity loss are examined, along with air and water pollution and population issues. May not be used to satisfy requirements for the environmental health science major. **Three hours per week. Meets General Education IIIB.**

210. INTRODUCTION TO ENVIRONMENTAL HEALTH SCIENCE

3 hours credit

Introduces students to aspects of human impact on the environment and means of monitoring, controlling and regulating detrimental practices. Topics include food technology and protection; housing, industrial, occupational and recreational environments; air quality, waste management; and water quality and pollution control programs. May be taken for biology credit by non-environmental health science majors. **Prerequisite:** BIOL 210 or 212 or 213. **Three hours per week.**

301. PRINCIPLES OF EPIDEMIOLOGY

3 hours credit

Introduction to basic principles, history and scope of epidemiology. Emphasis on study of patterns of diseases related to environmental factors. May be taken for biology credit by non-environmental health science majors. **Prerequisites:** ENVH 210 and MATH 155 or 213. **Three hours per week.**

302. FOOD ASPECTS OF ENVIRONMENTAL HEALTH SCIENCE

3 hours credit

Study of food and dairy products process, handling, preparation, storage, preservation, associated illnesses and regulatory programs as they impact human health and environmental health control programs. May be taken for biology credit by non-environmental health science majors. **Prerequisite:** ENVH 210. **Three hours per week.**

310. SHELTER AND INSTITUTIONAL ENVIRONMENTS

3 hours credit

Study of environmental health problems associated with human dwellings. Emphasizes sociological and educational principles as important to problem solution. Considers environmental health problems of hospitals, nursing homes, jails, schools, colleges and other public institutions. **Prerequisite:** ENVH 301. **Three hours per week.**

320. SAFETY AND OCCUPATIONAL HEALTH

3 hours credit

Study of health and safety problems found in industry and analysis of acute and chronic diseases associated with various occupations and industrial settings. Considers Occupational Safety and Health Administration (OSHA) regulations and other federal and state mandates in depth. **Prerequisite:** ENVH 301. **Three hours per week.**

330. SOLID AND HAZARDOUS WASTE MANAGEMENT

3 hours credit

Study of the generation, collection and disposal of solid and hazardous waste materials. Considers Toxic Substance Control Act, Department of Transportation Regulation, the Resource Conservation and Recovery Act in detail. **Prerequisite:** CHEM 221. **Three hours per week.**

415. RESEARCH IN ENVIRONMENTAL HEALTH SCIENCE

3 hours credit

Research experience as an independent study under the supervision of a faculty member. **Prerequisite:** Permission of instructor. **Schedule to be arranged individually.**

420. READINGS IN ENVIRONMENTAL HEALTH SCIENCE

1-2 hours credit

Selected readings in a specific area of environmental health science. Process of gathering, interpreting and communicating specific information is emphasized. Ten pages of research report(s) are required for each credit hour. **Prerequisites:** Junior or senior standing and approval of the instructor.

425. TOXICOLOGY

3 hours credit

Introduction to basic principles, history and scope of modern toxicology, and to the effects and to the mechanisms of toxicants. Includes applications to risk assessment, regulations and industry. Cross-listed with BIOL 425. May not be taken for credit if student has credit for BIOL 425. **Prerequisite:** Junior standing, eight hours of chemistry or eight hours of biology or permission of instructor. **Three hours per week.**

430. GROUND AND SURFACE WATER QUALITY

4 hours credit

Study of the science and management of ground and surface water quality. Emphasis on health effects exposure assessment, regulation and public health policy. Local, regional and global water quality issues covered. **Prerequisites:** ENVH 210, junior standing and 16 hours of science courses. **Three hours lecture, three hours laboratory per week.**

440. AIR QUALITY

4 hours credit

Study of the science and management of ambient and indoor air quality. Emphasis on health effects, exposure assessment, regulation and public health policy. Local, regional and global air quality issues covered. **Prerequisites:** ENVH 210, junior standing and 16 hours of science courses. **Three hours lecture, three hours laboratory per week.**

450. PUBLIC HEALTH ADMINISTRATION

3 hours credit

In-depth analysis of management practices and policies for environmental health programs. Considers relationship of these programs to federal and state government agencies. **Prerequisites:** ENVH 301 and either senior standing as an environmental health major or approval of program director. **Three hours per week.**

475. ENVIRONMENTAL ADMINISTRATION AND INTERNSHIP

6 hours credit

Basic concepts of environmental management, law, economics and risk analysis are presented during the spring, followed in the summer by an approved internship for a minimum of 40 hours a week for five weeks and participation in the a fall seminar series of presentations by student interns in the class. **Prerequisite:** Permission of the program director. **One hour per week in spring and fall, plus minimum of 40 hours per week for five weeks in summer.**

490. SPECIAL TOPICS IN ENVIRONMENTAL HEALTH SCIENCE

1-4 hours credit

Study of a specific area in environmental health science. Topic varies semester to semester. May be taken for up to eight credit hours under different subtitles. **Prerequisite:** ENVH 301.

495. ENVIRONMENTAL HEALTH FIELD EXPERIENCE OPTION

1-3 hours credit

Work experience in an environmental health science or environmental protection office or agency. Does not substitute for the required ENVH 475 internship. **Prerequisites:** Junior standing, environmental health major and approval of advisor. **Three hours work per week per credit hour up to three credit hours.**

ENVIRONMENTAL ISSUES (ENVR)

102. EARTH LITERACY

3 hours credit

Experiential examination of the effects human activities have on the environment. Field trips may include: aquaculture facilities, commercial fishing operations, factory farms (of both plants and animals), organic farms, large-scale composting operations, sewage treatments plants, pine plantations, chip mills and power plants. Web enhanced, many readings and homework assignments will require Internet access. May not receive credit for both BIOL 105 and ENVR 102 without permission of instructor. **Three hours per week. Meets General Education IIIB.**

150. ENVIRONMENTAL PERSPECTIVES

3 hours credit

Interdisciplinary study of environmental issues with content that may vary semester to semester. A selected environmental topic is covered in depth from the perspective of different disciplines. Challenges students to evaluate environmental issues under differing contexts and perspectives. May be taken twice under different course topics. **Three hours per week. Meets General Education IIB.**

480. INTERNSHIP IN ENVIRONMENTAL STUDIES

3-6 hours credit

Provides opportunities to apply theory, principles and knowledge within a practical experience in a local, state, federal or private organization. Major paper and journal required. **Prerequisite:** Permission of environmental studies advisor. **Eight hours a week for 14 weeks or equivalent.**

499. ENVIRONMENTAL SENIOR SEMINAR

3 hours credit

Seminar and practicum focused on local environmental issue. Students will analyze the issue by doing background research and interviewing stakeholders. The seminar will culminate with a formal presentation in which students present their analysis and suggestions. Suggestions will be implemented if time and topic permits. **Prerequisites:** Junior status and completion of 20 core credits in environmental issues major. **Three hours per week.**

EXERCISE SCIENCE (EXSC)

185. INTRODUCTION TO EXERCISE SCIENCE

1 hour credit

Introduces the student to the exercise science discipline. Examination of concepts including professionalism, ethics, certification and licensure, employment opportunities and scientific foundations of the various subdisciplines. **One hour per week.**

213. PREVENTION AND MANAGEMENT OF SPORTS INJURIES

3 hours credit

Basic first aid and emergency concepts focusing on the prevention, recognition, initial treatment and management of athletic-related injuries. Principles and techniques are presented in a format that emphasizes practical applications of skills. Designed for athletic coaches and personal trainers. Crosslisted with PHEC 213. **Three hours per week.**

237. EXERCISE LEADERSHIP

3 hours credit

Comparison of fitness programs currently offered in community settings. Emphasis on leading exercise for individuals and groups within these settings. Credit may not be received for both EXSC 237 and PHEC 237 or 482. **Prerequisite:** PHEC 108. **Three hours per week.**

301. RESEARCH METHODS IN EXERCISE SCIENCE

3 hours credit

Designed to help students understand, analyze and conduct exercise science research. Class members will learn basic concepts and procedures used for conducting research and will become better consumers of research. Students will collaborate to design and present their original research study proposal. **Prerequisite:** Fifteen hours in exercise science and/or athletic training. **Three hours per week.**

312. STRENGTH TRAINING TECHNIQUES AND PROGRAM DESIGN

3 hours credit

Examination of strength training techniques and program design. Emphasis placed on proper form and utilization of various workout designs to complement larger training goals. Students will gain experience in the theoretical and practical aspects of designing individual workout sessions, periodization and programming to enhance progression. The course is designed to assist the student in meeting the requirements to be eligible for and pass the Strength and Conditioning Association's Certified Strength and Conditioning Specialist exam. **Prerequisite:** PHEC 108. **Three hours per week.**

313. EXERCISE AND STRENGTH TRAINING FOR REHABILITATION

3 hours credit

Review of the injury processes to bones and muscles that affect strengthening techniques and ability as well as the interaction of complicated medical history on exercise programs. Students will apply concepts of strengthening, cardiovascular and stretching techniques and design integrated programs for individuals with various medical conditions. **Prerequisite:** EXSC 412. **Three hours per week.**

332. EXERCISE PHYSIOLOGY

4 hours credit

In-depth study of changes that occur due to acute and chronic exercise. Emphasis on circulatory, nervous and muscular systems. May not receive credit for both PHEC 432 and PHEC 332. Crosslisted with PHEC 332. **Prerequisites:** BIOL 215, 216. **Five hours per week.**

333. KINESIOLOGY

4 hours credit

Examination of the structure and function of the human body and the mechanical principles affecting its movement. Review of the musculoskeletal system followed by an in-depth study of how human movement occurs. Presentation of nomenclature of the body planes, axes and movement. May not receive credit for both PHEC 333 and PHEC 433. Crosslisted with PHEC 333. **Prerequisites:** BIOL 215, 216. **Five hours per week.**

462. EXERCISE PHYSIOLOGY, AGING AND SPECIAL POPULATIONS

3 hours credit

In-depth study of changes that occur due to acute and chronic exercise and the influence of aging on these processes. Examination of bioenergetics, fuel metabolism, neuromuscular, endocrine and cardiorespiratory physiology with emphasis on differences among those individuals with various medical conditions. **Prerequisite:** EXSC 332. **Three hours per week.**

479. PRACTICUM IN EXERCISE SCIENCE

12 hours credit

Internship experience designed to provide students with an opportunity to gain real-world experience in exercise science settings. Students select an internship site and complete 420 hours of work, completing assignments as outlined in the *Exercise Science Internship Manual.* **Prerequisite:** Completion of exercise science core course work or instructor consent. **Corequisite:** EXSC 480.

480. SEMINAR IN EXERCISE SCIENCE

3 hour credit

Seminar focusing on practical application of principles and techniques related to exercise science. The course will provide the student intern with an opportunity to discuss policies, procedures and practices within the related industries and solve potential problems associated with the transition from student to professional life. **Prerequisite:** Completion of exercise science core course work or instructor consent. **Corequisite:** EXSC 480.

481. STRESS TESTING AND EXERCISE PRESCRIPTION

4 hours credit

Presents practical as well as theoretical knowledge about the various modes and protocols used in graded exercise testing, basic electrocardiography and exercise prescription based on testing results. Laboratory sessions provide opportunities for students to gain practical experience in performing various physiological testing procedures. **Prerequisite:** EXSC 332. **Three hours lecture, two hours lab per week.**

490. SELECTED TOPICS IN HEALTH

3 hours credit

Provides opportunities to investigate special themes or issues of interest to students and the health profession. Topics will vary each semester. May be repeated once under different course subtitles for a total of six credits. **Prerequisite:** Designated by topic. **Three hours per week.**

FINANCE (FINA)

104. PERSONAL FINANCE

3 hours credit

Comprehensive survey of personal financial topics including budgeting; borrowing; savings and investments; life, health and casualty insurance; and home buying. Emphasis on lifetime economic cycle. **Three hours per week.**

311. FINANCIAL MANAGEMENT

3 hours credit

Addresses fundamental concepts in financial management such as security markets, interest rates, taxes, risk analysis, time value of money, valuation models and related global issues. Explains how financial managers help maximize the value of a firm by making capital budgeting, cost of capital and capital structure decisions. **Prerequisites:** Majors: Admission to the professional program, ECON 211, 212. Minors or others: junior status, ACCT 201, MATH 155, ECON 150 or 211. **Three hours per week.**

312. RISK MANAGEMENT AND INSURANCE

3 hours credit

Examines principles and practices of asset and income conservation for businesses and individuals through various risk-management techniques including insurance. **Prerequisite:** FINA 311 with grade of B or better. **Three hours per week.**

338. SPECIAL TOPICS IN FINANCE

3 hours credit

Advanced study of varying finance topics based on students' interests and needs. May be repeated once for credit under different subtitle. May substitute for finance major elective depending on the topic (see director of undergraduate studies). **Major Prerequisites:** Varies by topics and admission to Professional Program. **Non-Major Prerequisites:** Varies by topics and junior standing. **Three hours per week.**

440. CORPORATE FINANCE

3 hours credit

Study of corporate financial policy issues within the context of value creation. Topics include in-depth analysis of advanced capital budgeting methods, capital structure policy, dividend policy, derivatives and hedging risk within the context of corporate financial policy. Case studies, application-oriented articles and daily media reports used to bridge the academic/theoretical arguments to the real life problems/situations. **Prerequisite:** FINA 311 with grade of B or better. **Three hours per week.**

441. INVESTMENTS I

3 hours credit

Examines the capital market and marketable securities traded in the market, with emphasis on stocks and fixed income securities. Topics include portfolio theory, the efficient market hypothesis and evaluation of portfolio performance. **Prerequisite:** FINA 311 with grade of B or better. **Three hours per week.**

442. INVESTMENTS II

3 hours credit

Advanced study of security markets and investment alternatives. Topics include options, futures, advanced security analysis, portfolio theory, portfolio management and international dimensions of investing. **Prerequisite:** FINA 441 with C or better. **Three hours per week.**

443. ESSENTIALS OF REAL ESTATE

3 hours credit

Analysis of the structure of real estate markets. Study of principles of mortgage lending, property appraisal and real estate investments. **Prerequisite:** FINA 311 with grade of B or better. **Three hours per week.**

445. FINANCIAL INSTITUTIONS AND MARKETS

3 hours credit

Examines the structure and functions of depository and non-depository financial institutions, the money and capital markets, and the role of government in the financial markets. **Prerequisite:** FINA 311 with grade of B or better or economics major with senior status. **Three hours per week.**

446. RETIREMENT PLANNING

3 hours credit

Introduces the student to the study and application of contemporary techniques for individual retirement planning. The instruction will include the retirement field as a profession, as well as the personal financial planning process (budgeting, emergency fund planning, credit and debt management) and personal financial statements. Other specific topics covered include: the Social Security system and Medicare, defined benefit plans versus define contribution plans, vesting, tax effects of investing, qualified versus nonqualified plans and tax-advantaged retirement plans (401K, 403b, etc. accounts). **Prerequisite:** FINA 311 with grade of B or better. **Three hours per week.**

447. INTERNATIONAL FINANCIAL MANAGEMENT

3 hours credit

Analysis of the foreign exchange markets, exchange rate behavior and risk management, international trade financing, country risk analysis, international banking and the role of direct foreign investment. **Prerequisite:** FINA 311 with grade of B or better. **Three hours per week.**

448. ESTATE PLANNING

3 hours credit

Introduces the student to the study and application of contemporary techniques for individual estate planning. The instruction will include the estate-planning field as a profession, as well as relevant financial services industry regulation. The course covers: the personal financial planning process (budgeting, emergency fund planning, credit and debt management), personal financial statements, property titling (types and consequences), monetary settlement, property transfer at death and estate documents. **Prerequisite:** FINA 311 with grade of B or better. **Three hours per week.**

449. PRACTICUM IN PORTFOLIO MANAGEMENT

3 hours credit

Practical experience in managing an investment portfolio in a teamwork environment, with emphasis on economic, industry and company analysis; report preparation; security selection; daily decision making; record keeping; and performance evaluation. Students will be responsible for making all material decisions in managing the Perdue School Student Managed Investment Fund and interact regularly with external advisors for feedback on their research. Completion of this course satisfies the ABLE requirement. May be repeated for an additional three hours credit. **Prerequisites:** FINA 441 and permission of instructor. **Three hours per week.**

490. FINANCE INTERNSHIP

3 hours credit

Intern experience in finance. May be used as a business concentration/track elective if approved by the school dean. **Prerequisites:** Finance major, FINA 311 with grade of B or better, placement approval and permission of the department chair, completion of ABLE Office administrative requirements. **Three hours per week.**

491. ADVANCED FINANCE INTERNSHIP
3 hours credit
Research associated with an internship experience in finance. **Prerequisite:** FINA 490, placement approval and permission of the department chair, completion of ABLE Office administrative requirements. **Three hours per week.**

535. HEALTH CARE FINANCE
3 hours credit
Introduction to financial management in the health care environment. Designed for nurse/managers, this course covers financial accounting and analysis, financial management (including the mathematics of finance), cost accounting, budgeting, control systems, forecasting, working capital management and third party reimbursements. **Three hours per week.**

540. GRADUATE SURVEY OF FINANCE
3 hours credit
Comprehensive course in modern financial management. Includes financial theories, working capital management, capital acquisition, international finance, mergers and acquisitions, bankruptcy and reorganization and leasing. M.B.A. leveling course. **Prerequisite:** Provisional status in M.B.A. program and BUAD 510, 520, 530 or permission of M.B.A. director. **Three hours per week.**

650. CORPORATE FINANCIAL MANAGEMENT
3 hours credit
Review of financial theory and techniques. Topics include long-term investment decisions, capital structure and dividend policy, long-term financing decisions, financial analysis and planning, short-term financial management, and multinational financial management. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

685. INTERNATIONAL FINANCE SEMINAR
3 hours credit
Study of international aspects of business management and the environment of international business. Topics selected from international finance, the economics of international trade, environmental factors (e.g., cultural, legal, political) and the major aspects of business operations in the global environment. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

FRENCH (FREN)

101. ELEMENTARY FRENCH I
3 hours credit
Beginning spoken and written French with emphasis on the sound system and the basic structures of the language. Any student with two or more years of high school French or equivalent experience is ineligible for this course without expressed permission of the instructor. **Three hours per week. Meets General Education IB.**

102. ELEMENTARY FRENCH II
3 hours credit
Continuation of skill development in spoken and written French with further study of major structures. **Recommended Prerequisite:** FREN 101 or at least one year of high school French. **Three hours per week. Meets General Education IB.**

201. INTERMEDIATE FRENCH
3 hours credit
Continued development and refinement of language skills with emphasis on reading, writing and vocabulary development. **Recommended Prerequisite:** FREN 102 or at least two years of high school French. **Three hours per week. Meets General Education IB.**

202. INTERMEDIATE AND APPLIED FRENCH
3 hours credit
Continued development, refinement and application of language skills with emphasis on reading, writing and vocabulary development. Satisfies the language requirement for English majors. **Recommended Prerequisite:** FREN 201 or at least three years of high school French. **Three hours per week. Meets General Education IB.**

300. TOPICS IN FRENCH LITERATURE
3 hours credit
Study of an author, period, movement, genre or theme in French. Topic may vary semester to semester. May be repeated once with new content. **Prerequisite:** FREN 310 or permission of department chair. **Three hours per week.**

303. READING SKILLS AND STRATEGIES IN FRENCH
3 hours credit
Development of reading skills and strategies using authentic texts. Emphasis on reading for specific purposes and continued acquisition of vocabulary. **Prerequisite:** FREN 202. **Three hours per week.**

305. SHORT FICTION IN FRANCE IN TRANSLATION
3 hours credit
Survey of the short story in French literature from the 16th through 20th centuries with works by Marguerite de Navarre, Voltaire, Merimee, Balzac, Maupassant, Camus, Sartre and Marguerite Duras among others. **Prerequisite:** ENGL 102. **Three hours per week. Meets General Education IA.**

310. FRENCH GRAMMAR AND COMPOSITION
3 hours credit
Intensive review and application of grammar using exercises, compositions, dictation and papers to strengthen proficiency in writing. Continued acquisition of vocabulary and oral skills. **Recommended Prerequisite:** FREN 202 or equivalent experience. **Three hours per week.**

312. FRENCH CONVERSATION
3 hours credit
Proficiency-based conversation focusing on the refinement of listening and speaking skills and vocabulary acquisition through role playing, small group and class discussion, oral reports and presentations. Introduction to phonetics. **Recommended Prerequisite:** FREN 202 or equivalent experience. **Three hours per week.**

316. FRENCH CULTURE AND CIVILIZATION I
3 hours credit
Study of French civilization tracing major historical, cultural and artistic themes from the 16th to the 18th century. **Prerequisite:** FREN 303 or equivalent experience. **Three hours per week.**

317. FRENCH CULTURE AND CIVILIZATION II
3 hours credit
Study of French civilization tracing major historical, cultural and artistic themes from the 18th to the 20th century. **Prerequisite:** FREN 303 or equivalent experience. **Three hours per week.**

322. FRENCH FOR BUSINESS
3 hours credit
Intensive review of conversational skills and grammatical structures within the context of business, technology and everyday life. **Prerequisite:** FREN 202 or equivalent experience. **Three hours per week.**

325. FRANCOPHONE CULTURE THROUGH LITERATURE
3 hours credit
A selection of short fiction, poetry and drama in French from the 19th and 20th centuries, centering on major cultural themes such as religion, chauvinism, honor, the family, etc. in the French-speaking world. **Prerequisites:** FREN 303, 310. **Three hours per week. Meets General Education IA.**

350. SENSUALITY IN FRENCH LITERATURE FROM 1000 TO 1700
3 hours credit
The theme of sensuality in major works from the Middle Ages to the Enlightenment: medieval conflict, humanistic synthesis, classic rigidity. ("Song of Roland," Lays of Marie de France, Essays-Montaigne, Gargantua-Rabelais, Racine, Corneille, Moliere.) Taught in English. Cross listed with ENGL 315. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

351. FRENCH LITERATURE OF PROTEST IN TRANSLATION (1700-1970)
3 hours credit
Study of the emergence of France as a nation through the revolutionary literature of 1789, the intense emotionalism of the romantics, the realist observations and the existential absurd of France today. Taught in English. Cross listed with ENGL 316. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

401. ADVANCED COMPOSITION AND MORPHOLOGY
3 hours credit
Synthesis on an intense, advanced level of all of the principles of morphology, syntax, sentence development and sentence structure through translation and detailed composition. **Prerequisite:** FREN 310 or permission of department chair. **Three hours per week.**

402. ADVANCED CONVERSATION
3 hours credit
Provides greater flexibility in the spoken language by intense oral practice to correct the defects of pronunciation and diction through phonetics. **Prerequisite:** FREN 312 or permission of department chair. **Three hours per week.**

480. SENIOR SEMINAR
1-3 hours credit
For senior French majors. Research encompassing several areas of French life and culture, language and literature is brought to bear upon a single theme or issue. **Prerequisite:** Senior standing.

496. FRENCH INDEPENDENT STUDY
1-3 hours credit
Individual study in any area of language, culture or literature of the French-speaking world with the advice and direction from a member of the department. May be repeated with new content for a maximum of six credits. **Prerequisites:** Junior standing and permission of department chair.

501. ADVANCED COMPOSITION AND MORPHOLOGY
3 hours credit
Synthesis on an intense, advanced level of all of the principles of morphology, syntax, sentence development and sentence structure through translation and detailed composition. **Prerequisite:** Graduate standing. **Three hours per week.**

502. ADVANCED CONVERSATION
3 hours credit
Provides greater flexibility in the spoken language by intense oral practice to correct the defects of pronunciation and diction through phonetics. **Prerequisite:** Graduate standing. **Three hours per week.**

596. FRENCH INDEPENDENT STUDY
1-6 hours credit
Individual study in any area of language, culture or literature of the French-speaking world with the advice and direction from a member of the department. May be repeated with new content for a maximum of six credits. **Prerequisites:** Graduate standing, permission of department chair.

GENERAL STUDIES (GENL)

001. NEW STUDENT SEMINAR
0 hours credit
Orients new students to the university experience. Required of all new students with fewer than 24 hours of university credit. **Nine to 13 hours per semester.**

090. EFFECTIVE STUDY TECHNIQUES
0 hours credit
Presentation and practice of a variety of established study methods: note taking, time management, concentration, memorizing, test taking and report writing. May be offered for two hours per week all semester or for three hours per week for 10 weeks. Offered on an S/U basis, for internal credit only.

101. HUMAN SEXUALITY
3 hours credit
Study of the human sexual nature, with emphasis on the biological, philosophical, psychological and sociological aspects of human sexuality. Team-taught by faculty from two or more disciplines. Students may not receive credit for both this course and PSYC 325. **Three hours per week.** *(P/F)*

110. PERSONAL CAREER PLANNING
2 hours credit
The career search process. Goal oriented toward the planned process of selecting a major or occupational direction. The history, theory, philosophy and economics of the world of work. Occupational testing, decision making, values clarification skills and guest lectures employed. Recommended for freshmen, sophomores and undeclared majors. **Three hours per week.**

120. COLLEGE READING SKILLS
3 hours credit
Extensive practice in reading, analyzing and critically evaluating nonfiction texts. The student will outline and summarize articles and books through written and oral methods. Techniques of reading comprehension will be discussed and practiced. Projects will relate the skills of this class to the readings in the student's other courses. **Three hours per week.**

150. SELECTED TOPICS IN DEVELOPMENTAL EDUCATION
1-3 hours credit
Innovative approaches to developmental education. Provides opportunities for curricular experimentation in the developmental studies areas of reading behavior, writing, foundational math skills and critical thinking.

152. RESIDENCE HALL LEADERSHIP
1 hour credit
An examination of models of community development with special emphasis on residence halls. Interactive problem-solving emphasized. **Prerequisite:** Selection into Resident Assistant Program. **Two hours per week for eight weeks.**

191. SPECIAL TOPICS: TV, COLLEGE OF THE AIR COURSES
1-3 hours credit
Study of a specific academic area. Topic may vary semester to semester. Course may be repeated under different subtitles.

GEOGRAPHY

Geography - Human (GEOG)

100. INTRODUCTION TO HUMAN GEOGRAPHY
3 hours credit
Introduction to the variable human character of the earth. Contemporary world problems such as population, growth, economic development, urbanization, resource utilization and human alteration of the natural environment are examined from a locational perspective. **Three hours per week. Meets General Education IIB.**

101. WORLD GEOGRAPHY: EUROPE AND ASIA
3 hours credit
A geographic study of the countries of Europe and Asia emphasizing their physical and cultural characteristics. Special attention to contemporary issues/problems. **Three hours per week. Meets General Education IIB.**

102. WORLD GEOGRAPHY: AFRICA AND AMERICA
3 hours credit
Geographic study of countries of Africa and the Americas emphasizing their physical and cultural characteristics. Special attention to contemporary issues/problems. May not receive credit for both GEOG 301 and GEOG 102. **Three hours per week. Meets General Education IIB.**

199. CONSERVATION AND RESOURCE MANAGEMENT
3 hours credit
Examination of the nature, supply, distribution and use of selected natural resources. Emphasis on practical and efficient utilization of soils, farmland, water, forests, energy and mineral resources. **Three hours per week.**

202. CULTURAL GEOGRAPHY
3 hours credit
Examination of some of the basic concepts of human geography. Emphasis on such subjects as cultural origins and diffusion, perception, settlement forms and the relationship between humans, their culture and the physical environment. **Three hours per week. Meets General Education IIB.**

203. ECONOMIC GEOGRAPHY
3 hours credit
Analysis of the locational factors explaining the geographic distribution of economic activity: rural and urban land use, cities, industry, transport and trade, economic development. **Three hours per week. Meets General Education IIB**

220. HUMANS AND THE ENVIRONMENT
4 hours credit
Interdisciplinary laboratory course in conjunction with the departments of Biology and Chemistry designed for non-science majors to develop awareness of ways earth's environment is influenced by human activities and effects of the environment on human society. May not be repeated for credit in the Biology or Chemistry departments; may not be used to satisfy course requirements within the major. For students in the Honors Program. **Three hours lecture, two hours laboratory per week.**

301. WORLD REGIONS
3 hours credit
Examination of contemporary patterns of life in selected areas of the world from a regional viewpoint. Attention given to the physical environment, resource use, economic activities, demographic and sociocultural characteristics and regional problems. **Prerequisite:** GEOG 100 or 101 or 102 or 104 or 105. **Three hours per week. Meets General Education IIB.**

302. GEOGRAPHY OF THE UNITED STATES AND CANADA
3 hours credit
Analysis of contemporary patterns of American and Canadian life from a regional perspective. Major topics include the physical environment, resource and land use, economic activities, demographic and sociocultural characteristics, and regional problems. **Prerequisite:** GEOG 100 or 101 or 102 or 104 or 105. **Three hours per week.**

308. PRINCIPLES OF PLANNING
3 hours credit
Analysis of the theory and practice of planning at various spatial levels (local, regional, state and federal). Emphasis on planning processes, responsibilities of professional planners, and detailed examination of contemporary issues like control of sprawl and coastal zone management. May not receive credit for both GEOG 208 and GEOG 308. **Prerequisite:** Junior standing. **Three hours per week.**

310. REGIONAL GEOGRAPHY OF EUROPE
3 hours credit
Regional analysis of contemporary geographic patterns of Europe. Emphasis on physical, economic and political patterns and regional problems. **Prerequisite:** GEOG 100 or 101 or 102 or 104 or 105. **Three hours per week.**

328. APPLIED PLANNING
3 hours credit
Application of planning principles and theories to real world land-use issues. Particular attention will be paid to the subdivision plat review process, zoning ordinances, and the role of citizens and local government in planning. Several actual planning case studies will be examined. **Prerequisite:** GEOG 308. **Three hours per week.**

399. INTERNATIONAL FIELD STUDY
3-6 hours credit
On-site study of the geography, history and culture of selected countries. Pre-tour lectures and other activities required. May be repeated once for credit. **Prerequisite:** Permission of instructor.

402. ENVIRONMENTAL PLANNING
3 hours credit
Translation of responsible environmental policies and principles into practical land-use regulations and local and regional planning tools. Emphasis on the landscape and land-use dimensions of environmental planning. **Prerequisite:** GEOG 308 or BIOL 310. **Three hours per week may include three one-day field trips.**

403. ENVIRONMENTAL HAZARDS
3 hours credit
Introduces students to the geographic principles and theories of natural and technological hazards. Both the physical properties of hazards and the human actions and reactions to hazards will be emphasized. **Prerequisite:** Six credits of geography. **Three hours per week.**

404. RURAL GEOGRAPHY AND LAND-USE PLANNING
3 hours credit
Analysis of the economic, demographic and spatial patterns of the rural United States. Special attention given to the problems and potentialities of non-metropolitan areas and to land use planning. **Prerequisite:** GEOG 203. **Three hours per week.**

406. REGIONAL PLANNING
3 hours credit
Analysis of the spatial incidence of economic growth. Emphasis on the spatial dimension as an important consideration in the theory and practice of economic development planning. **Prerequisites:** GEOG 203, 308. **Three hours per week.**

408. URBAN PLANNING
3 hours credit
Examination of theories and policies related to urban development and land use planning, along with techniques for evaluation. Assessment of the urban planning process with case studies. **Prerequisite:** GEOG 308. **Three hours per week.**

415. SELECTED PROBLEMS
3 hours credit
Independent study permitting research or in-depth work on a selected topic to be indicated on student's transcript. May be taken twice for credit under different subtitles. Intended for seniors with 18 or more hours in geography. **Prerequisite:** Permission of department chair.

422. READINGS IN GEOGRAPHY
3 hours credit
Permits in-depth study of a selected topic to be indicated on student's transcript. May be taken twice for credit under different subtitles. Intended for seniors with 18 or more hours in geography. **Prerequisite:** Permission of department chair.

450. TOPICS IN GEOGRAPHY
3 hours credit
Analysis of a selected systematic/regional topic to be entered on the student's transcript. May be taken three times for credit under different subtitles. **Prerequisite:** Permission of department chair. **Three hours per week.**

460. INTERNSHIP
1-3 hours credit
Provides students with opportunities to apply geographic/planning theory, techniques and knowledge as practicing professionals. Intended for seniors with 18 or more hours in geography. May not be used to satisfy requirements for the major. **Prerequisite:** Permission of department chair. **Three hours per week for each credit hour.** *(P/F)*

475. FIELD PROBLEMS IN GEOGRAPHY
3-6 hours credit
Geographic research field experience. Development of a research proposal, collection and analysis of data and the integration of such in a formal research paper. **Prerequisite:** Permission of instructor.

499. GEOGRAPHY HONORS
6 hours credit
Two-semester independent study leading to preparation of an honors thesis and graduation with honors in geography. Students may enroll by invitation of the department only. Specific topic indicated on the student's transcript. **Prerequisite:** Permission of department chair.

503. ENVIRONMENTAL HAZARDS
3 hours credit
Introduces students to the geographic principles and theories of natural and technological hazards. Both the physical properties of hazards and the human actions and reactions to hazards will be emphasized. **Prerequisite:** Graduate standing. **Three hours per week.**

505. RURAL GEOGRAPHY AND LAND-USE PLANNING
3 hours credit
Analysis of the economic, demographic and spatial patterns of the rural United States. Special attention given to the problems and potentialities of non-metropolitan areas and to land use planning. **Prerequisites:** Graduate standing and GEOG 203 or permission of instructor. **Three hours per week.**

507. REGIONAL PLANNING
3 hours credit
Analysis of the spatial incidence of economic growth. Emphasis on the spatial dimension as an important consideration in the theory and practice of economic development planning. **Prerequisites:** Graduate standing and GEOG 203 or permission of instructor. **Three hours per week.**

508. URBAN PLANNING
3 hours credit
Examination of theories and policies related to urban development and land use planning, along with techniques for evaluation. Assessment of the urban planning process with case studies. **Prerequisites:** Graduate standing and GEOG 308 or permission of instructor. **Three hours per week.**

515. SELECTED PROBLEMS
3 hours credit
Independent study permitting research or in-depth work on a selected topic to be indicated on student's transcript. May be taken twice for credit under different subtitles. Intended for seniors with 18 or more hours in geography. **Prerequisites:** Graduate standing and permission of department chair.

522. READINGS IN GEOGRAPHY
3 hours credit
Permits in-depth study of a selected topic to be indicated on student's transcript. May be taken twice for credit under different subtitles. Intended for seniors with 18 or more hours in geography. **Prerequisites:** Graduate standing and permission of department chair.

530. DIRECTED RESEARCH
3 hours credit
Preparation of optional research project in master's degree program under departmental direction. **Prerequisites:** Graduate standing and permission of department chair.

550. TOPICS IN GEOGRAPHY
3 hours credit
Analysis of a selected systematic/regional topic to be entered on the student's transcript. May be taken three times for credit under different subtitles. **Prerequisites:** Graduate standing and permission of department chair. **Three hours per week.**

560. INTERNSHIP
1-3 hours credit
Provides students with opportunities to apply geographic/planning theory, techniques and knowledge as practicing professionals. Intended for seniors with 18 or more hours in geography. May not be used to satisfy requirements for the major. **Prerequisite:** Approval of the department. **Three hours per week for each credit hour.** *(P/F)*

575. FIELD PROBLEMS IN GEOGRAPHY
3-6 hours credit
Geographic research field experience. Development of a research proposal, collection and analysis of data and the integration of such in a formal research paper. **Prerequisites:** Graduate standing and permission of department chair.

Geography - Methodology (GEOG)

200. APPLICATIONS IN GEOGRAPHIC INFORMATION SYSTEMS
3 hours credit
Introduction to the current practices in GIS, focusing on their application in the sciences, the development of public policy and business. Basic theory and practice is supported by hands-on experience with ArcView software. May not be taken for credit if student has credit for GEOG 319. **Prerequisites:** Sophomore standing and GEOG 100 or 102 or 104 or 105 or GEOL 103 or BIOL 310. **Two hours lecture, two hours laboratory per week.**

204. SPATIAL ANALYSIS
4 hours credit
Introduction to the basic principles of quantitative analysis in geography. Emphasis on the geographic applications of vari-

ous techniques rather than on the underlying statistical theory. **Prerequisite:** MATH 155 or 213. **Four hours per week.**

219. MAP INTERPRETATION AND ANALYSIS
3 hours credit

Introduction to mapping science principles and practice. focusing on the application of methods to map interpretation. Topics covered include surveying (compass and pace), map projections, fundamentals of GPS, map compilation and design, and an introduction to GIS. **Two hours lecture, two hours laboratory per week.**

318. LOCAL FIELD COURSE
3 hours credit

Familiarizes students with some of the basic field techniques of geography. Land use field studies and mapping of the rural and urban areas of eastern Maryland scheduled for Sundays. **Prerequisite:** Twelve hours in geography or permission of instructor. **Four hours per week including five one-day field trips.**

319. GEOGRAPHIC INFORMATION SCIENCE
4 hours credit

Study of automated information handling using geographically referenced data to support spatial analysis. Consideration of and experience in the collection, storage and display of computer manipulated data. Includes hands-on experience with a variety of commercial software GIS packages. **Prerequisite:** GEOG 219. **Three hours lecture, two hours laboratory per week.**

320. CARTOGRAPHIC VISUALIZATION
3 hours credit

Theory and application of cartographic principles and practices to advanced cartographic design. Lectures emphasize theory and principles. Laboratory provides practical experience in designing maps. **Prerequisite:** GEOG 200 or 219. **Two hours lecture, two hours laboratory per week.**

321. REMOTE SENSING OF THE ENVIRONMENT
3 hours credit

Analysis of satellite imagery of the earth's surface. Includes techniques necessary for collection, storage and processing of digital images to analyze environmental problems. **Prerequisite:** 12 hours in geography. **Two hours lecture, two hours laboratory per week.**

335. COMPUTER CARTOGRAPHY
3 hours credit

Theory and application of computer graphics to cartography. Emphasis on writing programs which produce computer-generated maps and which apply computer graphics to the solution of geographic problems. **Prerequisite:** GEOG 320 or COSC 116 or 117 or 118. **Three hours per week.**

414. RESEARCH AND WRITING
3 hours credit

Development of research methods in geography. Topics include formulation of problems, establishment of hypotheses, development of structures for testing hypotheses and practice with forms of geographic presentation. Maps, numerical and field methods are used. May not receive credit for both GEOG 300 and GEOG 414. **Prerequisites:** GEOG 204, junior-level standing, 12 credits in geography. **Three hours per week.**

415. SELECTED PROBLEMS
3 hours credit

Independent study permitting research or in-depth work on a selected topic to be indicated on the student's transcript. May be taken twice for credit under different subtitles. Intended for seniors with 18 or more hours in geography. **Prerequisite:** Permission of department chair.

419. ADVANCED GEOGRAPHIC INFORMATION SCIENCE
4 hours credit

Study of current theories and development trends in GIS technology. Emphasis on hands-on working knowledge utilizing ARC/INFO software. **Prerequisites:** GEOG 319 and COSC 118 or 120. **Three hours lecture, two hours laboratory per week.**

422. READINGS IN GEOGRAPHY
3 hours credit

Permits in-depth study of a selected topic to be indicated on student's transcript. May be taken twice for credit under different subtitles. Intended for seniors with 18 or more hours in geography. **Prerequisite:** Permission of department chair.

450. TOPICS IN GEOGRAPHY
3 hours credit

Analysis of a selected systematic/regional topic to be entered on student's transcript. May be taken three times for credit under different subtitles. **Prerequisite:** Permission of department chair. **Three hours per week.**

460. INTERNSHIP
1-3 hours credit

Provides students with opportunities to apply geographic/planning theory, techniques and knowledge as practicing professionals. Intended for seniors with 18 or more hours in geography. May not be used to satisfy requirements for the major. **Prerequisite:** Permission of department chair. **Three hours per week for each credit hour.** *(P/F)*

475. FIELD PROBLEMS IN GEOGRAPHY
3-6 hours credit

Geographic research field experience. Development of a research proposal, collection and analysis of data and the integration of such in a formal research paper. **Prerequisite:** Permission of instructor.

499. GEOGRAPHY HONORS
6 hours credit

Two-semester independent study leading to preparation of an honors thesis and graduation with honors in geography. Students may enroll by invitation of the department only. Specific topic indicated on the student's transcript. **Prerequisite:** Permission of department chair.

515. SELECTED PROBLEMS
3 hours credit

Independent study permitting research or in-depth work on a selected topic to be indicated on the student's transcript. May be taken twice for credit under different subtitles. Intended for seniors with 18 or more hours in geography. **Prerequisites:** Graduate standing and permission of department chair.

519. ADVANCED GEOGRAPHIC INFORMATION SCIENCE
4 hours credit

Study of current theories and development trends in GIS technology. Emphasis on hands-on working knowledge utilizing ARC/INFO software. **Prerequisites:** Graduate standing and permission of instructor. **Three hours lecture, two hours laboratory per week.**

522. READINGS IN GEOGRAPHY
3 hours credit

Permits in-depth study of a selected topic to be indicated on student's transcript. May be taken twice for credit under different subtitles. Intended for seniors with 18 or more hours in geography. **Prerequisites:** Graduate standing and permission of department chair.

530. DIRECTED RESEARCH
3 hours credit

Preparation of optional research project in master's degree program under departmental direction. **Prerequisites:** Graduate standing and permission of department chair.

550. TOPICS IN GEOGRAPHY
3 hours credit

Analysis of a selected systematic/regional topic to be entered on student's transcript. May be taken three times for credit under different subtitles. **Prerequisites:** Graduate standing and permission of department chair. **Three hours per week.**

560. INTERNSHIP
1-3 hours credit

Provides students with opportunities to apply geographic/planning theory, techniques and knowledge as practicing professionals. Intended for seniors with 18 or more hours in geography. May not be used to satisfy requirements for the major. **Prerequisites:** Graduate standing and permission of department chair. **Three hours per week for each credit hour.** *(P/F)*

575. FIELD PROBLEMS IN GEOGRAPHY
3-6 hours credit

Geographic research field experience. Development of a research proposal, collection and analysis of data and the integration of such in a formal research paper. **Prerequisites:** Graduate standing and permission of department chair.

619. MANAGING GISYSTEMS
3 hours credit

Study of strategies for successful GIS management and implementation in an organization-wide context. Implementation management strategies are introduced through systematic user needs assessment, requirements specification, database design, application development, pilot project testing, implementation, operation and maintenance. Public policy requirements and legal responsibilities for geographic records management are also examined. **Prerequisites:** Graduate standing and GEOG 419 or GEOG 519. **Three hours per week.**

630. GISYSTEMS AND PUBLIC ADMINISTRATION
3 hours credit

Examines practical approaches for incorporating geographic information systems (GIS) technology into a public administration setting. Discusses implementation strategies, cost-benefit analyses, and strategies for overcoming technical and organizational boundaries. Case studies illustrate how public officials have successfully applied GIS to their specific needs. **Prerequisites:** Graduate standing, POSC 540, and GEOG 419 or GEOG 519. **Three hours per week.**

640. GISYSTEMS CO-OPERATIVE EXPERIENCE
6 hours credit

A directed field study program which provides students with an opportunity to apply GIS skills acquired in the classroom to real-world projects in the community. Additionally, a weekly seminar discussion gives participants a chance to peer-review the co-operative projects as well as receive expert guidance. Students are under the supervision of an advisor from the GIS faculty while participating in a short-term experience program in a business or government agency. **Prerequisites:** GEOG 619, 630. **Six hours per week.**

650. CAPSTONE GISYSTEMS SEMINAR
3 hours credit

Summarizes and synthesizes the skills, knowledge and experience gained in the program. Students review a peer GIS implementation project, organizing and completing an assessment of the likelihood that the project achieved its goals. In addition, students support their analyses using the most current literature regarding GIS and public administration, emphasizing their particular area of interest. **Prerequisite:** GEOG 640. **Three hours per week.**

Geography - Physical (GEOG)

104. EARTH AND SPACE SCIENCE
4 hours credit

An introductory course in earth and space science for prospective elementary school teachers. An examination of the physical character of the Earth and its place in the solar system. Students can not receive credit for both GEOG 104 and GEOG 105. This course is intended for elementary education majors. **Three hours lecture, two hours laboratory per week. Meets General Education IIIA or IIIB.**

105. INTRODUCTION TO PHYSICAL GEOGRAPHY
4 hours credit

Introduction to the variable physical character of the earth. Treatment of weather, climate, soil, vegetation, landforms and oceanic circulation with emphasis on processes, interrelationships and distributional patterns. Students can not receive credit for both GEOG 104 and GEOG 105. **Three hours lecture, two hours laboratory per week. Meets General Education IIIA or IIIB.**

107. WEATHER AND HUMAN AFFAIRS
3 hours credit

Comprehensive introduction to weather and its effects on our everyday lives. Influence of human activity on the atmosphere: acid rain, ozone depletion, global warming, nuclear winter. **Three hours per week. Meets General Education IIIB.**

201. PHYSICAL GEOGRAPHY/ WEATHER AND CLIMATE
4 hours credit

Examination of weather and climate with emphasis on processes and distributional patterns. Interrelationships between climatic controls stressed. **Three hours lecture, two hours laboratory per week. Meets General Education IIIA or IIIB.**

311. COASTAL PROCESSES
3 hours credit

The study of coastlines and the geological forces that shape them. Two mandatory half-day Saturday field trips to Assateague Island. **Prerequisite:** GEOG 104 or 105 or GEOL 103 or permission of instructor. **Three hours lecture per week.**

401. SOIL, WATER AND ENVIRONMENT
3 hours credit

Study of basic chemical and physical properties of soil, focusing on surface hydrology of small watersheds and the related techniques used in environmental planning. **Prerequisite:** GEOL 103 or GEOG 104 or 105 or BIOL 310 or ENVH 210. **Two hours lecture, two hours laboratory or one field trip per week.**

410. METEOROLOGY
3 hours credit

Analysis of physical processes and dynamics of the atmosphere. Topics include upper atmospheric flow, forecasting and severe weather. **Prerequisite:** GEOG 201. **Three hours per week.**

411. GEOMORPHOLOGY
3 hours credit

Study of the surface of the earth and the geologic processes that modify it. Topics include the effects of water, wind, ice and other agents of erosion and deposition and the resulting landforms. **Prerequisite:** GEOL 103 or GEOG 104 or 105. **Two hours lecture, two hours laboratory per week.**

413. APPLIED CLIMATOLOGY
3 hours credit

Analysis of the impact of climate on the physical environment and human behavior. Topics include climatic change, contemporary climatic problems and the influence of climate on agriculture, and energy use. **Prerequisite:** GEOG 201 or permission of instructor. **Three hours per week.**

415. SELECTED PROBLEMS
3 hours credit
Independent study permitting research or in-depth work on a selected topic to be indicated on student's transcript. May be taken twice for credit under different subtitles. Intended for seniors with 18 or more hours in geography. **Prerequisite:** Permission of department chair.

422. READINGS IN GEOGRAPHY
3 hours credit
Permits in-depth study of selected topics to be indicated on student's transcript. May be taken twice for credit under different subtitles. Intended for seniors with 18 or more hours in geography. **Prerequisite:** Permission of department chair.

450. TOPICS IN GEOGRAPHY
3 hours credit
Analysis of a selected systematic/regional topic to be entered on student's transcript. May be taken three times for credit under different subtitles. **Prerequisite:** Permission of department chair. **Three hours per week.**

460. INTERNSHIP
1-3 hours credit
Provides students with opportunities to apply geographic/planning theory, techniques and knowledge as practicing professionals. Intended for seniors with 18 or more hours in geography. May not be used to satisfy requirements for the major. **Prerequisite:** Permission of the department chair. **Three hours per week for each credit hour.** *(P/F)*

475. FIELD PROBLEMS IN GEOGRAPHY
3-6 hours credit
Geographic research field experience. Development of a research proposal, collection and analysis of data and the integration of such in a formal research paper. **Prerequisite:** Permission of instructor.

499. GEOGRAPHY HONORS
6 hours credit
Two-semester independent study leading to preparation of an honors thesis and graduation with honors in geography. Students may enroll by invitation of the department only. Specific topic indicated on the student's transcript. **Prerequisite:** Permission of department chair.

501. SOIL, WATER AND ENVIRONMENT
3 hours credit
Study of basic chemical and physical properties or soil, focusing on surface hydrology of small watersheds and the related techniques used in environmental planning. **Prerequisite:** Graduate standing. **Two hours lecture, two hours laboratory or one field trip per week.**

504. SEMINAR: PHYSICAL GEOGRAPHY
3 hours credit
Seminar deals with current problems in the areas of meteorology, climatology, soils, geomorphology and vegetation. Topics selected with permission of instructor. May be taken twice for credit under different subtitles. **Prerequisites:** Graduate standing and permission of department chair. **Three hours per week.**

506. SEMINAR IN REGIONAL GEOGRAPHY
3 hours credit
Analysis of selected topics on the physical and/or human geography of specified geographic regions. The region under consideration varies from semester to semester. Topics chosen with permission of instructor. May be taken twice for credit under different subtitles. **Prerequisites:** Graduate standing and permission of department chair. **Three hours per week.**

510. METEOROLOGY
3 hours credit
Analysis of physical processes and dynamics of the atmosphere. Topics include upper atmospheric flow, forecasting and severe weather. **Prerequisites:** Graduate standing and GEOG 201 or permission of instructor. **Three hours per week.**

511. GEOMORPHOLOGY
3 hours credit
Study of the surface of the earth and the geologic processes that modify it. Topics include the effects of water, wind, ice and other agents of erosion and deposition and the resulting landforms. **Prerequisites:** Graduate standing and GEOL 103 or permission of instructor. **Two hours lecture, two hours laboratory per week.**

513. APPLIED CLIMATOLOGY
3 hours credit
Analysis of the impact of climate on the physical environment and human behavior. Topics include climatic change, contemporary climatic problems and the influence of climate on agriculture, and energy use. **Prerequisites:** Graduate standing and GEOG 201 or permission of instructor. **Three hours per week.**

515. SELECTED PROBLEMS
3 hours credit
Independent study permitting research or in-depth work on a selected topic to be indicated on student's transcript. May be taken twice for credit under different subtitles. Intended for seniors with 18 or more hours in geography. **Prerequisites:** Graduate standing and permission of department chair.

522. READINGS IN GEOGRAPHY
3 hours credit
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530. DIRECTED RESEARCH
3 hours credit
Preparation of optional research project in master's degree program under departmental direction. **Prerequisites:** Graduate standing and permission of department chair.

550. TOPICS IN GEOGRAPHY
3 hours credit
Analysis of a selected systematic/regional topic to be entered on student's transcript. May be taken three times for credit under different subtitles. **Prerequisites:** Graduate standing and permission of department chair. **Three hours per week.**

560. INTERNSHIP
1-3 hours credit
Provides students with opportunities to apply geographic/planning theory, techniques and knowledge as practicing professionals. Intended for seniors with 18 or more hours in geography. May not be used to satisfy requirements for the major. **Prerequisites:** Graduate standing and permission of department chair. **Three hours per week for each credit hour.** *(P/F)*

575. FIELD PROBLEMS IN GEOGRAPHY
3-6 hours credit
Geographic research field experience. Development of a research proposal, collection and analysis of data and the integration of such in a formal research paper. **Prerequisites:** Graduate standing and permission of department chair.

GEOLOGY (GEOL)

103. INTRODUCTION TO PHYSICAL GEOLOGY
4 hours credit
Introduction to the nature and character of the Earth's crust and the geological processes that generate and shape landform features. Topics include minerals, rocks, earth structure and plate tectonics, geological processes and associated landforms. **Three hours lecture, two hours laboratory per week. Meets General Education IIIA or IIIB.**

206. HISTORICAL GEOLOGY
4 hours credit
Study of the history of the earth and the principles used to decipher the earth's past from rock record. Includes study of stratigraphic principles, key fossil groups, and relative and absolute dating techniques. One weekend field trip is required. **Prerequisite:** GEOL 103 with C or better. **Three hours lecture, two hours laboratory per week.**

405. ENVIRONMENTAL GEOLOGY
3 hours credit
Study of the fundamental principles and applications of environmental geology. Emphasis on environmental hazards, associated impact risks, and the dynamic interactions between humans and the environment. The topics covered include natural hazards, resources and the environment, land use and the environment, and environmental geology research methods. **Prerequisite:** GEOL 103 or GEOG 104 or 105. **Two hours lecture, two hours laboratory per week.**

GERMAN (GERM)

101. ELEMENTARY GERMAN I
3 hours credit
Beginning spoken and written German with emphasis on the sound system and the basic structures of the language. Any student with two or more years of high school German or equivalent experience is ineligible for this course without expressed permission of the instructor. **Three hours per week. Meets General Education IB.**

102. ELEMENTARY GERMAN II
3 hours credit
Continued skill development in spoken and written German with further study of major structures. **Recommended Prerequisite:** GERM 101 or at least one year of high school German. **Three hours per week. Meets General Education IB.**

105. OPTIONAL PRACTICUM CREDIT
1 hour credit
Optional credit for supplementary oral and written exercise in the language laboratory or in workshop sessions to complement the work in GERM 101. **Prerequisite:** Registration in GERM 101 or permission of department chair. **Two hours per week.**

106. OPTIONAL PRACTICUM CREDIT
1 hour credit
Optional credit for supplementary oral and written exercise in the language laboratory or in workshop sessions to complement the work done in GERM 102. **Prerequisite:** Registration in GERM 102 or permission of department chair. **Two hours per week.**

201. INTERMEDIATE GERMAN
3 hours credit
Continued development and refinement of language skills with emphasis on reading, writing and vocabulary development. **Recommended Prerequisite:** GERM 102 or at least two years of high school German. **Three hours per week. Meets General Education IB.**

202. INTERMEDIATE AND APPLIED GERMAN
3 hours credit
Continued development, refinement and application of language skills with emphasis on reading, writing and vocabulary development. Satisfies the language requirement for English majors. **Recommended Prerequisite:** GERM 201 or at least three years of high school German. **Three hours per week. Meets General Education IB.**

205. OPTIONAL PRACTICUM CREDIT
1 hour credit
Optional credit for supplementary oral and written exercise in the language laboratory or in workshop sessions to complement the work done in GERM 201. **Prerequisite:** Registration in GERM 201 or permission of department chair. **Two hours per week.**

206. OPTIONAL PRACTICUM CREDIT
1 hour credit
Optional credit for supplementary oral and written exercise in the language laboratory or in workshop sessions to complement the work done in GERM 202. **Prerequisite:** Registration in GERM 202 or permission of department chair. **Two hours per week.**

310. ORAL AND WRITTEN COMPOSITION
3 hours credit
Develops facility to sustain oral and written discussion in German. Students practice the basic patterns of German syntax and develop vocabulary by preparing frequent oral and written compositions. **Recommended Prerequisite:** GERM 202 or equivalent experience. **Three hours per week.**

312. GERMAN CONVERSATION
3 hours credit
Develops confidence and correctness in spoken German through practice in pronunciation, dialogues, discussions and oral reports and presentations. **Recommended Prerequisite:** GERM 202 or equivalent experience. **Three hours per week.**

350. GERMAN SHORT STORIES
3 hours credit
Survey of the German short story (Deutsche Novelle) from its inception in the 18th century to the present (in translation). Cross listed with ENGL 317. Taught in English. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

496. GERMAN INDEPENDENT STUDY
1-3 hours credit
Individual study in any area of the language, culture or literature of the German-speaking world with the advice and direction from a member of the department. May be repeated with new content for a maximum of six credits. **Prerequisites:** Junior standing and permission of department chair.

HEALTH (HLTH)

101. BASIC HEALTH
3 hours credit
Factors involved in maintaining and improving personal health; analysis of individual health problems. **Three hours per week.**

102. FIRST AID AND SAFETY
1 hour credit
Introduction to basic information and skills required to administer care in emergency situations. Students may be certified

in community CPR and first aid by the American Red Cross. May not receive credit for both HLTH 102 and 201. **Two hours per week.**

217. NUTRITION, HEALTH AND HUMAN PERFORMANCE

3 hours credit

Examines human metabolism in relation to health and human performance. Analysis of nutrient pathways from ingestion, digestion, absorption and utilization provides the foundation for an understanding of nutrition, weight control, eating disorders and thermoregulatory processes. **Prerequisite:** PHEC 108. **Three hours per week.**

225. HEALTH BEHAVIOR

3 hours credit

Studies the effects of attitudes, emotions and perceptions on health behavior. Major topics include psychoneuroimmunology, the influence of emotions, social support, personality styles, spirituality, locus of control, self-esteem and perception of health. **Prerequisite:** PHEC 108. **Three hours per week.**

310. STRESS AND STRESS MANAGEMENT

3 hours credit

Provides an understanding of the nature of the stress response and the practical application of stress management techniques. Major topics include the psychophysiology of stress, the role of stress in disease, social engineering, cognitive reappraisal and relaxation training. Useful for personal growth and professional application. **Three hours per week.** *(fall semester only)*

311. HUMAN SEXUALITY EDUCATION

3 hours credit

Provides strategies for teaching about human sexuality at individual and group levels in a variety of settings. Topics covered will include content, issues, methodology and materials relating to human sexuality education. **Three hours per week.**

335. ORGANIZATION AND ADMINISTRATION OF HEALTH AND FITNESS PROGRAMS

3 hours credit

Examines the program planning, implementation and evaluation process for health and fitness programs. Students will review health promotion models, needs assessment evaluation techniques and marketing strategies. May receive credit for only one of the following: PHEC 435 or HLTH 335 or HLTH 435. **Prerequisite:** PHEC 108. **Three hours per week.**

350. ASSESSMENT AND EVALUATION OF HEALTH PROGRAMS

3 hours credit

Provides practical strategies for needs assessments for health education and promotion activities. Designed to inform students of individual and group dynamic assessments as well as single-step and multi-step surveys. **Prerequisite:** HLTH 101. **Three hours per week.**

401. COMMUNITY HEALTH

3 hours credit

Study of the factors involved in improving public health, including a survey of community health problems and resources and the role of the teacher in community health. **Prerequisite:** HLTH 101. **Three hours per week.**

461. SCHOOL HEALTH METHODS

3 hours credit

Provides preparation for public school teaching in areas such as sex education, drug use and abuse and other current health problems. Involves curriculum planning, methods and materials. May receive credit for only one of the following: EDUC 361, HLTH 361 or HLTH 461. **Prerequisite:** Admission to Professional Teacher Education Program. **Three hours per week.**

490. SELECTED TOPICS IN HEALTH

3 hours credit

Investigates themes and issues related to the health profession. Topics will vary each semester. May be repeated once under different course subtitles for a total of six credits. **Prerequisite:** Designated by topic. **Three hours per week.**

HISTORY (HIST)

101, 102. WORLD CIVILIZATIONS

3 hours credit each

Examination of global progress in major civilizations from prehistoric times to the present emphasizing the economic, social, cultural, intellectual and political trends motivating human beings. **Three hours per week. Meets General Education IIA.**

201, 202. HISTORY OF THE UNITED STATES

3 hours credit each

Survey of the political, economic, social and cultural factors that have shaped the pattern of life in the United States. Particular problems examined in the light of their sources and historical development. HIST 201 goes through 1865 and HIST 202 from 1865 to the present. **Three hours per week. Meets General Education IIB.**

210. INTRODUCTION TO WORLD RELIGIONS

3 hours credit

Introductory survey of the historical development of world religions. Specific examples drawn from such diverse cultural traditions as ancient Babylonian, Judeo-Christian, imperial Chinese and modern American religious movements. Fertility gods and spirits of nature, augury, omens, possession and prophecy are among the topics analyzed. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

213. INTRODUCTION TO GENDER STUDIES

3 hours credit

Examines the historic roots of gender studies, how various disciplines approach gender issues and how concepts of gender affect lives. May not be taken for credit if student has credit for IDIS 213. **Three hours per week. Meets General Education IIB.**

215. TOPICS IN HISTORY

3 hours credit

Historical study of particular periods; groups; economic, intellectual and/or social movements; and institutions. May be taken twice under different course titles. **Three hours per week. Meets General Education IIB.**

224. HITLER AND THE THIRD REICH

3 hours credit

Examines the major causes, personalities, policies, events and significance of the Third Reich. Focuses on Hitler and the rise of the Nazi Party, the instabilities and collapse of the Weimar Republic, the Nazi "seizure of power," the Nazi "racial state," World War II in Europe, the Holocaust and the destruction and legacy of the Third Reich. **Three hours per week. Meets General Education IIB.**

225. HOLOCAUST: THE EXTERMINATION OF THE EUROPEAN JEWS

3 hours credit

Examination of European anti-Semitism from its origins to its culmination in the Holocaust; major emphasis on the treatment of Jews by Nazi Germany and on the reaction of Jews and the outside world to this treatment. **Prerequisite:** HIST 102. **Three hours per week. Meets General Education IIB.**

250. AMERICA IN THE 1970S

3 hours credit

Archie Bunker, bell bottoms, *The Exorcist*, Nixon, *Grease* and disco—the 1970s conjure memories of such personalities, fads and other pop-cultural phenomena. This introductory course surveys American history during the so-called "Me Decade" using films, documentaries, readings, discussions, lectures and primary sources to explore political, diplomatic, economic, social, intellectual and cultural trends. **Three hours per week. Meets General Education IIB.**

300. THE HISTORIC ARCHAEOLOGY OF MARYLAND'S EASTERN SHORE

3 hours credit

Introduction to the theory and methodology of historic archaeology. Interdependence of documentary and archaeological evidence stressed. Examines material culture of the period 1600-1850 for the lower Eastern Shore region and relates developments within the region to the general themes influencing the Anglo-American community as a whole. **Three hours per week. Meets General Education IIB.**

301. HISTORY OF AMERICAN BUILDINGS

3 hours credit

Survey of the history of American building traditions, considering construction, form and style in historical, social, economic and cultural contexts. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

302. COLONIAL AND REVOLUTIONARY AMERICA (1607-1783)

3 hours credit

Detailed study of foundations of American civilization. Economic, political, social, cultural and religious factors are emphasized. Consideration of English policy and the revolution are included. **Three hours per week. Meets General Education IIB.**

306. THE EMERGENCE OF A NEW NATION: U.S. (1789-1860)

3 hours credit

Covers such topics as the new government and its policies, nationalism and economic expansion, the common man and the new democracy, social ferment and reform movements, Manifest Destiny, wars and sectional crises. **Prerequisites:** HIST 201, 202. **Three hours per week. Meets General Education IIB.**

308. SECTIONAL CONFLICT AND CIVIL WAR

3 hours credit

Study of the origins, development and outcome of the struggle between the North and South to the end of the Civil War. Emphasis on the clash of national and sectional interests and the course of the military conflict to its conclusion. **Three hours per week. Meets General Education IIB.**

309. RECONSTRUCTION AND GILDED AGE

3 hours credit

Study of the policies and application of presidential and congressional reconstruction; examination of the influence of the post-Civil War industrial boom on politics and society. **Three hours per week. Meets General Education IIB.**

310. HISTORY OF ENGLAND TO 1702

3 hours credit

Survey of England from Roman times through the reign of William and Mary emphasizing political, legal, economic, social and cultural institutions and trends. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

311. HISTORY OF ENGLAND AND GREAT BRITAIN, 1702 TO THE PRESENT

3 hours credit

Survey of England and Great Britain from the reign of Queen Anne to the present, emphasizing institutional growth and development, the expansion of the empire and Britain's rise to a major world power. **Prerequisite:** HIST 102. **Three hours per week. Meets General Education IIB.**

312. HISTORY OF IRELAND IN MODERN TIMES

3 hours credit

Introduction to the cultural, political, economic and social growth and problems in Ireland since circa 1500. Emphasis is on the development of Ireland's nationalism, separate and distinct from Great Britain with which it was entwined and involved for so many generations. Attention focuses on the history and problems in Northern Ireland and its position in the United Kingdom. **Prerequisite:** HIST 102. **Three hours per week. Meets General Education IIB.**

318. HISTORY OF THE ANCIENT NEAR EAST

3 hours credit

Survey of social, political and religious institutions of the ancient Mesopotamian civilizations of the Sumerians, Babylonians, Hebrews, Assyrians, Hittites and Dynastic Egypt, with emphasis on cultural contributions. **Prerequisite:** HIST 101. **Three hours per week. Meets General Education IIB.**

319. ROMAN HISTORY

3 hours credit

Portrays the rise of Rome from city-state to empire. Emphasis on social and cultural achievements from eighth century B.C. to fourth century A.D. **Prerequisite:** HIST 101. **Three hours per week. Meets General Education IIB.**

320. HISTORY OF THE EARLY CHRISTIAN CHURCH

3 hours credit

Traces the history of Christianity from its origins in Jerusalem to its full organization in the reign of the emperor Justinian. Focus on the rise of episcopal authority, the origins and popular appeal of monasticism and the early papacy. Includes selections from the New Testament, the church fathers of the East and Saint Augustine. **Prerequisite:** HIST 101. **Three hours per week. Meets General Education IIB.**

321. HISTORY OF MEDIEVAL EUROPE

3 hours credit

Survey of culture and institutions of eastern and western Europe from the Age of Constantine to the end of the Hundred Years' War and the fall of Constantinople to the Turks. **Prerequisite:** HIST 101. **Three hours per week. Meets General Education IIB.**

322. RENAISSANCE TO REVOLUTION (1450-1815)

3 hours credit

European developments from the Age of Exploration through the French Revolution, emphasizing the development of early nationalism, absolutism, colonialism, capitalism, the middle classes, religious wars, cultural change and scientific thought. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

323. EUROPE IN THE 19TH CENTURY

3 hours credit

Analysis of developments from the time of Napoleon to 1900 with emphasis on the industrial revolution and imperialism. Considers reorganization of the European state system and origins of the great ideological conflicts. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

324. GERMAN HISTORY SINCE 1815

3 hours credit

History of German-speaking Europe from the Napoleonic period to the present concentrating on the problems of German nationalism within the framework of modern European society. Social, economic and cultural developments also emphasized. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

325. HISTORY OF EUROPEAN REVOLUTIONS SINCE 1815

3 hours credit

Examination of representative revolutions since the time of Napoleon. Assesses the influence of the French revolution on 19th century uprisings; explores the changed character of revolutions in the 20th century; attempts to construct a revolutionary model. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

326. THE FRENCH REVOLUTION AND NAPOLEON, 1789-1815

3 hours credit

Study of the French Revolution and the Napoleonic period. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

327. THE HABSBURG EMPIRE, 1740-1918

3 hours credit

Examination of the Habsburg lands and peoples emphasizing the political, cultural, economic, dynastic and ethnic problems of the monarchy. **Prerequisite:** HIST 102. **Three hours per week. Meets General Education IIB.**

330. PROSEMINAR IN HISTORY

4 hours credit

Survey of selected historians and their philosophies of history. Guides students in the preparation of a formal research paper using primary and secondary sources. **Prerequisites:** HIST 101, 102 and 201 or 202. **Three hours lecture, one hour laboratory per week. Meets General Education IIB. (Required C or better.)**

332. NATIONAL HISTORY OF MEXICO

3 hours credit

Development of the Mexican nation with special attention to the war for independence, Caudillo government, reform movement, the dictatorship of Porfirio Diaz and the Revolution of 1910. United States-Mexican diplomatic relations examined. **Three hours per week. Meets General Education IIB.**

334. COLONIAL LATIN AMERICA

3 hours credit

History of Colonial Latin America, focusing on the interaction between various Native American groups and the Spanish and Portuguese, as well as political and economic movements which accompanied colonization. **Three hours per week. Meets General Education IIB.**

335. MODERN LATIN AMERICA 1800-PRESENT

3 hours credit

Survey of Latin American history from the age of independence from Spain and Portugal through the early 1900s. The primary focus is the origins and development of natural wealth and social deprivation in political, social and cultural developments in several different regions. **Three hours per week. Meets General Education IIB.**

340. HISTORY OF AFRICA TO 1870

3 hours credit

Development of indigenous political and social institutions leading to the formation of states and empires. The slave trade and the onset of European imperialism emphasized. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

341. HISTORY OF AFRICA: 1870-PRESENT

3 hours credit

Emphasizes the history and politics of imperialism from the "scramble" for Africa to decolonization. Emphasis on the interaction of African and European institutions. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

342. HISTORY OF INDIA TO 1857

3 hours credit

Study of the early political, social, cultural and religious history of the Indian subcontinent until 1857. Focus is on the development of Indian institutions, the rise of Hinduism and Buddhism, the Mauryan, Gupta and Mughal empires, and the arrival of Europeans. **Prerequisite:** HIST 101. **Three hours per week. Meets General Education IIB.**

343. HISTORY OF INDIA: 1857 TO PRESENT

3 hours credit

Study of political, social and cultural history of India from the mid-19th century to the present. Emphasis on the period of British rule, growth of Indian nationalism and the emergence of independent India and Pakistan. **Prerequisite:** HIST 102. **Three hours per week. Meets General Education IIB.**

350. THE MIDDLE EAST TO 1800

3 hours credit

Survey of the political, social and economical history of the Middle East from the rule of Islam to the 19th century. Emphasis on the rise and decline of the Arab Caliphates, Persia and the Ottomans. **Prerequisite:** HIST 101. **Three hours per week. Meets General Education IIB.**

355. THE MIDDLE EAST SINCE 1800

3 hours credit

History of the strategic region from the beginnings of nationalism through the fall of the Ottoman Empire to the current existence of independent states. Emphasis on the historical understanding of the modern situation. **Prerequisite:** HIST 102. **Three hours per week. Meets General Education IIB.**

362. CHINESE CIVILIZATION

3 hours credit

Chinese civilization from its origins in the Bronze Age to the rise of nationalism and communism in the 20th century. Attention divided equally between political and cultural history, emphasizing the development of traditional institutions in Chinese society, as well as art, literature, religion and philosophy. **Three hours per week. Meets General Education IIB.**

363. JAPANESE CIVILIZATION

3 hours credit

Japanese culture and political development from the Familial Age to the present. Equal emphasis on politics, economics, art and architecture, drama and literature, philosophy, and religion as persistent and evolving traditions. **Three hours per week. Meets General Education IIB.**

364. MODERN JAPAN

3 hours credit

Economic, social, cultural and political study of the evolution of Japan from a traditional, isolated and closed society to a Westernized superpower. Emphasis on the 19th and 20th centuries. **Prerequisite:** HIST 102. **Three hours per week. Meets General Education IIB.**

370. GREEK HISTORY

3 hours credit

Historical survey of classical Greek civilization, including political, socioeconomic and religious institutions. Particular emphasis on cultural and artistic aspects of Hellenic civilization. **Prerequisite:** HIST 101. **Three hours per week. Meets General Education IIB.**

371. INTRODUCTION TO CLASSICAL MYTHOLOGY

3 hours credit

Introduces the student to major figures in classical Greek and Roman mythology and demonstrates the interconnectedness of classical mythology and history from ancient times until the present. A general knowledge of classical mythology is indispensable for an understanding of social and political history of both the ancient and modern worlds. Also, without this knowledge, much of literature and art, past and present, would remain unintelligible. **Prerequisite:** HIST 101. **Three hours per week. Meets General Education IIB.**

375. TOPICS IN AMERICAN STUDIES

3 hours credit

Historical study of a particular aspect of American society and culture. May be taken twice under different course titles. **Three hours per week. Meets General Education IIB.**

376. VIOLENCE AND NONVIOLENCE IN AMERICA

3 hours credit

Explores the paradoxical history of violence and nonviolence in America through lectures, readings and films. **Prerequisites:** HIST 101, 102. **Three hours per week.**

377. WOMEN IN EARLY AMERICAN HISTORY

3 hours credit

Examines the role of women in U.S. history from Colonial times to 1890, with particular attention to the family and to traditional politics, economic and cultural institutions. **Prerequisite:** HIST 102. **Three hours per week. Meets General Education IIB.**

378. WOMEN IN MODERN AMERICA

3 hours credit

Charts the course of the women's movement in 20th-century America, examining the relationship between organized feminism and changes in public and private lives of women from different class, racial and ethnic backgrounds. **Prerequisite:** HIST 102. **Three hours per week. Meets General Education IIB.**

379. WOMEN AND FAMILY IN EUROPE AND THE UNITED STATES

3 hours credit

Explores a variety of themes in the history of women and the family during the 19th and 20th centuries. Themes studied include women and religion, middle-class female values, the working-class experience, feminism, and gender roles in various political and cultural contexts. **Prerequisite:** HIST 102. **Three hours per week. Meets General Education IIB.**

380. THE AMERICAN MILITARY EXPERIENCE

3 hours credit

Military history enables students to understand better the role played by the armed forces in American society today through a study of the origins and development of military institutions, traditions and practices in the United States, 1775 to the present. **Three hours per week. Meets General Education IIB.**

382. AMERICAN RELIGIOUS HISTORY

3 hours credit

Survey of religious developments in America from pre-European settlement to the 20th century. Special attention to relationships among social, cultural and religious changes. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

383. HISTORY OF AMERICAN ENTERPRISE

3 hours credit

Study of the development of the American entrepreneurial spirit and its influence on culture, society and politics from the European heritage to the present. **Three hours per week. Meets General Education IIB.**

384. NATIVE AMERICAN HISTORY

3 hours credit

Explores Native American history before contact with Europeans, through struggles with the emerging new nation, forced reservations and Indian activism, to current status of tribal members. Examines the political, economic, social and cultural aspects of Native Americans. **Prerequisite:** HIST 102. **Three hours per week. Meets General Education IIB.**

386. WILDERNESS AND U.S. CULTURE, 1492-PRESENT

3 hours credit

Study of historical factors that contributed to attitudes toward wilderness and preservation efforts. Particular emphasis on American thought with special attention to Thoreau, Cole, Muir and Leopold. **Prerequisite:** HIST 102. **Three hours per week. Meets General Education IIB.**

387. RACISM AND DISCRIMINATION

3 hours credit

Multiperspective historical examination of the nature, origins and growth of racism and discrimination in America, with particular emphasis on the 20th century. **Prerequisites:** HIST 201, 202. **Three hours per week.**

388. CIVIL RIGHTS IN AMERICAN HISTORY

3 hours credit

History of civil rights in America from the colonial period to the present; emphasis on the application of civil rights legislation to African-Americans and Indians and expansion to include women and others. **Prerequisites:** HIST 201, 202. **Three hours per week.**

389. U.S. ENVIRONMENTAL HISTORY

3 hours credit

History of rural and urban land use. Topics include the rise of the public lands movement and environmentalism in the United States, the history of ecology and the cultural roots of the modern environmental crisis. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

390. STUDIES IN WESTERN EUROPE

3 hours credit

Focused study on particular periods, places, trends or problems in Western Europe. May be taken twice under different course titles. **Prerequisite:** HIST 102. **Three hours per week. Meets General Education IIB.**

392. GLOBAL ENVIRONMENTAL HISTORY

3 hours credit

Whether one is discussing the Chernobyl disaster, the crab fishery in Maryland or global warming, the problems, as well as the proposed solutions, of contemporary environmentalism are all couched in international terms. As such, environmentalism is at the center of 20th century debates about the limits of the nation-state. The emergence of this contemporary international environmentalism, is closely linked to the history of the modern world. Topics ranging from the Industrial Revolution, European expansion and colonialism, to revolt, nationalism and the politics of the Cold War will be examined. Although the roots of current environmental politics will be discussed, the course will focus on the recent past, from the 1880s to the present, and on the challenges to modernity posed by environmental change. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

395. MATERIAL CULTURE STUDIES IN AMERICAN HISTORY

3 hours credit

Introduction to the specialized study of the American past through examination of cultural artifacts and documents relating to them. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

399. INTERNATIONAL FIELD STUDY

3-6 hours credit

On-site study of the geography, history and culture of selected countries. Work in the field preceded by pre-tour lectures. May be taken twice for credit under different subtitles. **Prerequisite:** Permission of instructor. **Meets General Education IIB.**

400. HISTORY OF MARYLAND
3 hours credit

Study of Maryland history and government from the colonial period to present. Places special stress on the leaders, institutions and contributions made in Maryland and by Maryland to the nation. **Three hours per week. Meets General Education IIB.**

401. HISTORY OF U.S. FOREIGN RELATIONS
3 hours credit

Historical study of U.S. foreign relations from independence to the present, focusing on the global impact of the nation as an economic, cultural, political and military superpower. **Prerequisite:** HIST 102. **Three hours per week.**

405. THE UNITED STATES IN THE 20TH CENTURY I
3 hours credit

Progressivism to 1945. Study of the major political, diplomatic, economic, intellectual and social forces that shaped America during the first part of the 20th century, including the Progressive Movement, World War I, Roaring '20s, Great Depression and World War II. **Three hours per week.**

406. THE UNITED STATES IN THE 20TH CENTURY II
3 hours credit

U.S. history from 1945 to 2000. Study of the major diplomatic, economic, intellectual and social forces that shaped America in the years following World War II, including the Cold War, Civil Rights Movement, tumultuous 1960s, and trends in the 1970s, 1980s and 1990s. **Three hours per week.**

407. THE WESTWARD MOVEMENT
3 hours credit

Study of the westward movement from the Atlantic to the Trans-Allegheny and Trans-Mississippi West, with emphasis upon the influence of the frontiers in shaping American civilization. **Three hours per week. Meets General Education IIB.**

408. HISTORY OF THE SOUTH
3 hours credit

History of the South from the colonial period to the present, covering developments in politics, economics, culture and society. **Three hours per week. Meets General Education IIB.**

412, 413. SOCIAL AND CULTURAL HISTORY OF THE UNITED STATES I AND II
3 hours credit each

Studies of American thought as reflected by the people and leaders. Development of American heritage from the colonial period to the present, emphasizing the intellectual, social, religious and economic movements. The first course covers from the colonial period to reconstruction and the second course from about 1876 to present. **Three hours per week. Meets General Education IIB.**

415 HISTORY AND FILM
3 hours credit

Examines the impact of film on the study and understanding of history. Includes a study of how film has been used to portray 20th century events, how it has captured major events on film and how its power can be used to manipulate public opinion. Documentaries, narrative films and scholarly works will be used as resources. **Prerequisite:** HIST 102. **Three hours per week. Meets General Education requirement IIB.**

417. HISTORY OF SCIENCE AND TECHNOLOGY
3 hours credit

Survey of evolution of scientific achievements and technology in the Western world, with particular emphasis on the cultural, economic and social implications of these developments. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

421. EUROPE IN THE 20TH CENTURY WORLD
3 hours credit

Study of the economic, social, intellectual and political development of Europe, viewed in the context of world wars, depression and conflicting political ideologies, showing the decline of European dominance and the rise of America and Asia. **Prerequisite:** HIST 102. **Three hours per week. Meets General Education IIB.**

423. IMPERIAL RUSSIA
3 hours credit

Study of the Russia empire from Peter the Great to the 1917 revolution focusing on the political, economic and social developments, Russia's expansion and the conditions that led to revolution. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

424. MODERN RUSSIA
3 hours credit

Survey of the 20th century Russia and the Soviet Union, emphasizing the growth to global power, continuity and change, and the inherent problems that led to Soviet collapse and the rise of a new Russia. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

430. READINGS IN HISTORY
3 hours credit

Readings course for students who have achieved above average in at least 18 hours of history courses. May be taken twice under different course titles. **Prerequisite:** Permission of department chair. **Three hours per week. Meets General Education IIB.**

433. HISTORY OF TUDOR-STUART BRITAIN
3 hours credit

History of Tudor and Stuart Britain, 1485-1707. Surveys the dramatic period of the 16th and 17th centuries in England and the turning point between medieval and modern worlds. Course examines the Reformation, the rise of Parliament, the English Civil Wars, the emergence of Great Britain and the English Renaissance. **Prerequisites:** HIST 101, 330. **Three hours per week.**

435. SENIOR THESIS
3 hours credit

Individual research and preparation of a thesis by history majors. **Prerequisite:** Permission of department chair. **Three hours per week.**

438. AMERICA IN THE GREAT DEPRESSION
3 hours credit

The songs "Brother Can You Spare a Dime" and "Happy Days Are Here Again" caught the despair and hope of Americans during the 1930s. This course considers American society, politics and culture during the 1930s. The first half explores the Crash of 1929, the social impact of the Depression, and the effectiveness of the Hoover and Roosevelt administrations in handling the national emergency. The second half explores aspects of the New Deal era: the experience of minorities, women and workers, the arts and popular culture. **Prerequisite:** HIST 330 or permission of instructor. **Three hours per week.**

440. MINORITY GROUPS IN UNITED STATES HISTORY
3 hours credit

Attention to the role and contribution of minority groups in general, with special emphasis on some of the larger and older minority groups. **Three hours per week. Meets General Education IIB.**

444. AFRICAN-AMERICAN HISTORY TO 1865
3 hours credit

Explores African-American history from the Colonial period to 1865. Focuses on the beginnings of enslavement, the development of the slavery institution and the role of African-Americans in the Civil War. **Prerequisite:** HIST 201. **Three hours per week. Meets General Education IIB.**

445. AFRICAN-AMERICAN HISTORY FROM 1865
3 hours credit

Explores African-American history from 1865 to present. Focuses on the struggle for acceptance, patterns of discrimination and current challenges. **Prerequisite:** HIST 202. **Three hours per week. Meets General Education IIB.**

446. READINGS IN AFRICAN-AMERICAN HISTORY
3 hours credit

Introduction to past and current literature on African-Americans from 1619 to the present. Students critique, evaluate and discuss readings that depict various facets of the African experience in America. **Prerequisite:** HIST 202. **Three hours per week.**

451. WORLD WAR I
3 hours credit

Study of the events that occurred during World War I, from the assassination of Franz Ferdinand at Sarajevo to the peace of 1919. Emphasis on political developments, social and intellectual implications of the war, and its significance in shaping the 20th century. May not receive credit for both HIST 381 and HIST 451. **Prerequisite:** HIST 102. **Three hours per week. Meets General Education IIB.**

452. THE SECOND WORLD WAR: A GLOBAL HISTORY
3 hours credit

The Second World War has shaped the contemporary world as no other 20th century event has. Through discussion and study of texts and film, this course examines the global political, military and economic aspects of the conflict as well as its social and cultural impact. **Prerequisite:** HIST 102. **Three hours per week. Meets General Education requirement IIB.**

453. THE COLD WAR: A GLOBAL HISTORY
3 hours credit

After 1945 the fierce rivalry between the United States and the Soviet Union threatened the world with nuclear destruction and dominated global politics for almost 50 years. This course examines the political and cultural impact of the Cold War on the United States, Europe and the developing world. **Prerequisite:** HIST 102. **Three hours per week. Meets General Education requirement IIB.**

460. HISTORY OF CHINA SINCE 1800
3 hours credit

The revolutionary transformation of China from the 19th century to the present, with emphasis on the impact of imperialism, the profound effects of Western technology and foreign policy wrought by the history of its relations with the West. **Prerequisite:** HIST 102. **Three hours per week. Meets General Education IIB.**

470. HISTORY OF THE EARLY ROMAN EMPIRE
3 hours credit

Study of particular institutions and movements in Roman history. Emphasis on family history and social and religious trends during the early imperial period of Roman history. **Prerequisite:** HIST 101. **Three hours per week. Meets General Education IIB.**

471. BRONZE AGE AEGEAN
3 hours credit

Study of the Bronze Age Aegean archaeology of the Minoan, Mycenaean and Trojan civilizations. **Prerequisite:** HIST 101. **Three hours per week. Meets General Education IIB.**

472. STUDIES IN CLASSICAL ARCHAEOLOGY
3 hours credit

Assorted topics and archaeological sites of the ancient Mediterranean world (Crete, Greece and Italy). May be taken twice under different subtitles. **Prerequisite:** HIST 101. **Three hours per week. Meets General Education IIB.**

473. ROMAN ARCHAEOLOGY
3 hours credit

Study of Roman archaeology from the early Iron Age through the Republican and Imperial periods. **Prerequisite:** HIST 101. **Three hours per week. Meets General Education IIB.**

474. HISTORY OF ANCIENT EGYPT
3 hours credit

Intensive study of three eras of Egyptian history: the Pyramid Age, the chaotic Middle Kingdom and New Kingdom Absolutism. Emphasis on cultural, religious and artistic contributions. **Prerequisite:** HIST 101. **Three hours per week. Meets General Education IIB.**

475. GREEK ARCHAEOLOGY
3 hours credit

Study of Greek archaeology from the Protogeometric and Archaic periods through the Classical (Hellenic) and Hellenistic eras. **Prerequisite:** HIST 101. **Three hours per week. Meets General Education IIB.**

478. ANCIENT MILITARY HISTORY
3 hours credit

Explores the history of the great battles and campaigns of antiquity. Emphasis is placed on developments in strategy and tactics, the lives of the men in the ranks, the careers of leaders, and the decisive nature of these conflicts on the course of history. Special attention is given to the interaction between military realities and the functioning of society as a whole. **Prerequisite:** HIST 101. **Three hours per week. Meets General Education IIB.**

479. MEDIEVAL MILITARY HISTORY
3 hours credit

Explores the military history of the medieval world from the fall of the Roman Empire in the fourth century A.D. and the establishment of the Germanic kingdoms to the decline of the supremacy of mounted warrior at the beginning of the sixth century. Students will be encouraged to understand the relationship between military realities and the social structure of medieval societies. The course will also outline the strategy and tactics used by medieval armies, how these tactics affected the lives of populations and how new developments in these fields led to the creation of nation-states in the early modern period. Time will also be spent studying the ideas of the period through the lives of some of the medieval world's greatest soldiers, statesmen, philosophers and historians. **Prerequisite:** HIST 101. **Three hours per week. Meets General Education IIB.**

480. MUSEUM STUDIES
3 hours credit

Work experience course that invites students to learn techniques of museology. Students work in cooperation with various local or regional museums under the supervision and direction of a museum curator. May be taken twice with the permission of the instructor. **Prerequisite:** Written approval of department chair to register. **Three hours per week. Meets General Education IIB.**

483. ENVIRONMENTAL HISTORY OF DELMARVA
3 hours credit

Through class discussions, students will gain an understanding of the natural history of Delmarva and Chesapeake, the changing patterns of land and resource use, environmental conflicts, the growth of 20th century conservation efforts and the implication of burgeoning growth in the Eastern metropolitan corridor of Delmarva. This course draws upon the resources of the Salisbury area through local speakers, environmental activists, foresters, authors and farmers. The course will utilize: the Ward Museum of Wildfowl Art, the

Nanticoke Indian Museum, Furnace Town, Wye Island NWMA, Pemberton Park, and Crisfield and Smith islands. Research paper is required. **Prerequisites:** HIST 101, 102. **Three hours per week. Meets General Education IIB.**

490. STUDIES IN HISTORY

3 hours credit

Intensive historical study of particular periods and groups, economic, intellectual, cultural, social movements and/or institutions. May be taken twice under different course titles. **Three hours per week. Meets General Education IIB.**

496. INDEPENDENT STUDY/HISTORIOGRAPHY

3 hours credit

Advanced students will read in depth on a chosen subject under the guidance of a faculty mentor. Focus is on secondary sources to gain understanding of the range of historical interpretations on a given subject. **Prerequisite:** HIST 330 or permission of instructor and department chair.

497. UNDERGRADUATE RESEARCH

3 hours credit

Research opportunity for advanced students of history to reconstruct aspects of the past using primary documentation under the guidance of a faculty member knowledgeable of the chosen subject. **Prerequisites:** HIST 330 and permission of instructor or department chair.

498. INTERNSHIP

3 hours credit

This course is intended to provide advanced undergraduate history majors with the opportunity to gain professional experience in a history-related field under the supervision of an on-site professional and a faculty member. Open to juniors and seniors, it offers excellent preparation for professional development in history related fields or for graduate study. **Prerequisites:** HIST 330 and permission from instructor or department chair. **Three hours per week.**

499. HONORS

3 hours credit

Independent study, research and conferences undertaken by history majors for departmental honors at the invitation of the department. May not be taken on a pass/no credit basis. **Prerequisites:** Approval of department, 21 hours of coursework in history including HIST 330, minimum 3.5 average in history.

500. HISTORY OF MARYLAND

3 hours credit

Study of Maryland history and government from the colonial period to present. Places special stress on the leaders, institutions and contributions made in Maryland and by Maryland to the nation. **Three hours per week.**

511. THE UNITED STATES IN THE 20TH CENTURY I

3 hours credit

Progressivism to 1945. Study of the major political, diplomatic, economic, intellectual and social forces that shaped America during the first part of the 20th century, including the Progressive Movement, World War I, Roaring '20s, Great Depression and World War II. **Three hours per week.**

513. THE UNITED STATES IN THE 20TH CENTURY II

3 hours credit

U.S. history from 1945 to 2000. Study of the major diplomatic, economic, intellectual and social forces that shaped America in the years following World War II, including the Cold War, Civil Rights Movement, tumultuous 1960s, and trends in the 1970s, 1980s and 1990s. **Three hours per week.**

514. THE WESTWARD MOVEMENT

3 hours credit

Study of the westward movement from the Atlantic to the Trans-Allegheny and Trans-Mississippi West, with emphasis upon the influence of the frontiers in shaping American civilization. **Three hours per week.**

515 HISTORY AND FILM

3 hours credit

Examines the impact of film on the study and understanding of history. Includes a study of how film has been used to portray 20th century events, how it has captured major events on film and how its power can be used to manipulate public opinion. Documentaries, narrative films and scholarly works will be used as resources. **Three hours per week.**

516. HISTORY OF THE SOUTH

3 hours credit

History of the South from the colonial period to the present, covering developments in politics, economics, culture and society. **Three hours per week.**

517. HISTORY OF SCIENCE AND TECHNOLOGY

3 hours credit

Survey of evolution of scientific achievements and technology in the Western world, with particular emphasis on the cultural, economic and social implications of these developments. **Three hours per week.**

518, 519. SOCIAL AND CULTURAL HISTORY OF THE UNITED STATES I AND II

3 hours credit each

Studies of American thought as reflected by the people and leaders. Development of American heritage from the colonial period to the present, emphasizing the intellectual, social, religious and economic movements. The first course covers from the colonial period to reconstruction and the second course from about 1876 to present. **Three hours per week.**

521. EUROPE IN THE 20TH CENTURY WORLD

3 hours credit

Study of the economic, social, intellectual and political development of Europe, viewed in the context of world wars, depression and conflicting political ideologies, showing the decline of European dominance and the rise of America and Asia. **Three hours per week.**

523. IMPERIAL RUSSIA

3 hours credit

Study of the Russia empire from Peter the Great to the 1917 revolution focusing on the political, economic and social developments, Russia's expansion and the conditions that led to revolution. **Three hours per week.**

524. MODERN RUSSIA

3 hours credit

Survey of the 20th century Russia and the Soviet Union, emphasizing the growth to global power, continuity and change, and the inherent problems that led to Soviet collapse and the rise of a new Russia. **Three hours per week.**

525. HISTORY OF U.S. FOREIGN RELATIONS

3 hours credit

Historical study of U.S. foreign relations from independence to the present, focusing on the global impact of the nation as an economic, cultural, political and military superpower. **Three hours per week.**

533. HISTORY OF TUDOR-STUART BRITAIN

3 hours credit

History of Tudor and Stuart Britain, 1485-1707. Surveys the dramatic period of the 16th and 17th centuries in England and the turning point between medieval and modern worlds. Course examines the Reformation, the rise of Parliament, the English Civil Wars, the emergence of Great Britain and the English Renaissance. **Three hours per week.**

538. AMERICA IN THE GREAT DEPRESSION

3 hours credit

The songs "Brother Can You Spare a Dime" and "Happy Days Are Here Again" caught the despair and hope of Americans during the 1930s. This course considers American society, politics and culture during the 1930s. The first half explores the Crash of 1929, the social impact of the Depression, and the effectiveness of the Hoover and Roosevelt administrations in handling the national emergency. The second half explores aspects of the New Deal era: the experience of minorities, women and workers, the arts and popular culture. **Three hours per week.**

540. MINORITY GROUPS IN UNITED STATES HISTORY

3 hours credit

Attention to the role and contribution of minority groups in general, with special emphasis on some of the larger and older minority groups. **Three hours per week.**

544. AFRICAN-AMERICAN HISTORY TO 1865

3 hours credit

Explores African-American history from the colonial period to 1865. Focuses on the beginnings of enslavement, the development of the slavery institution and the role of African-Americans in the Civil War. **Three hours per week.**

545. AFRICAN-AMERICAN HISTORY FROM 1865

3 hours credit

Explores African-American history from 1865 to present. Focuses on the struggle for acceptance, patterns of discrimination and current challenges. **Three hours per week.**

551. WORLD WAR I

3 hours credit

Study of the events that occurred during World War I, from the assassination of Franz Ferdinand at Sarajevo to the peace of 1919. Emphasis on political developments, social and intellectual implications of the war, and its significance in shaping the 20th century. **Three hours per week.**

552. THE SECOND WORLD WAR: A GLOBAL HISTORY

3 hours credit

The Second World War has shaped the contemporary world as no other 20th century event has. Through discussion and study of texts and film, this course examines the global political, military and economic aspects of the conflict as well as its social and cultural impact. **Three hours per week.**

553. THE COLD WAR: A GLOBAL HISTORY

3 hours credit

After 1945 the fierce rivalry between the United States and the Soviet Union threatened the world with nuclear destruction and dominated global politics for almost 50 years. This course examines the political and cultural impact of the Cold War on the United States, Europe and the developing world. **Three hours per week.**

560. HISTORY OF CHINA SINCE 1800

3 hours credit

The revolutionary transformation of China from the 19th century to the present, with emphasis on the impact of imperialism, the profound effects of Western technology and foreign policy wrought by the history of its relations with the West. **Three hours per week.**

570. HISTORY OF THE EARLY ROMAN EMPIRE

3 hours credit

Study of particular institutions and movements in Roman history. Emphasis on family history and social and religious trends during the early imperial period of Roman history. **Three hours per week.**

571. BRONZE AGE AEGEAN

3 hours credit

Study of the Bronze Age Aegean archaeology of the Minoan, Mycenaean and Trojan civilizations. **Three hours per week.**

572. STUDIES IN CLASSICAL ARCHAEOLOGY

3 hours credit

Assorted topics and archaeological sites of the ancient Mediterranean world (Crete, Greece and Italy). May be taken twice under different subtitles. **Three hours per week.**

573. ROMAN ARCHAEOLOGY

3 hours credit

Study of Roman archaeology fro m the early Iron Age through the Republican and Imperial periods. **Three hours per week.**

574. HISTORY OF ANCIENT EGYPT

3 hours credit

Intensive study of three eras of Egyptian history: the Pyramid Age, the chaotic Middle Kingdom and New Kingdom Absolutism. Emphasis on cultural, religious and artistic contributions. **Three hours per week.**

575. GREEK ARCHAEOLOGY

3 hours credit

Study of Greek archaeology from the Protogeometric and Archaic periods through the Classical (Hellenic) and Hellenistic eras. **Three hours per week.**

578. ANCIENT MILITARY HISTORY

3 hours credit

Explores the history of the great battles and campaigns of antiquity. Emphasis is placed on developments in strategy and tactics, the lives of the men in the ranks, the careers of leaders, and the decisive nature of these conflicts on the course of history. Special attention is given to the interaction between military realities and the functioning of society as a whole. **Three hours per week.**

579. MEDIEVAL MILITARY HISTORY

3 hours credit

Explores the military history of the medieval world from the fall of the Roman Empire in the fourth century A.D. and the establishment of the Germanic kingdoms to the decline of the supremacy of mounted warrior at the beginning of the sixth century. Students will be encouraged to understand the relationship between military realities and the social structure of medieval societies. The course will also outline the strategy and tactics used by medieval armies, how these tactics affected the lives of populations and how new developments in these fields led to the creation of nation-states in the early modern period. Time will also be spent studying the ideas of the period through the lives of some of the medieval world's greatest soldiers, statesmen, philosophers and historians. **Three hours per week.**

580. MUSEUM STUDIES

3 hours credit

Work experience course that invites students to learn techniques of museology. Students work in cooperation with various local or regional museums under the supervision and direction of a museum curator. May be taken twice with the permission of the instructor. **Three hours per week.**

583. ENVIRONMENTAL HISTORY OF DELMARVA

3 hours credit

Through class discussions, students will gain an understanding of: the natural history of Delmarva and Chesapeake, the changing patterns of land and resource use, environmental conflicts, the growth of 20th century conservation efforts and the implication of burgeoning growth in the Eastern metropolitan corridor of Delmarva. This course draws upon the resources of the Salisbury area through local speakers, environmental activists, foresters, authors and farmers. The course will utilize: the Ward Museum of Wildfowl Art, the

Nanticoke Indian Museum, Furnace Town, Wye Island NWMA, Pemberton Park, and Crisfield and Smith islands. Research paper is required. **Three hours per week.**

590. STUDIES IN HISTORY
3 hours credit
Intensive historical study of particular periods and groups, economic, intellectual, cultural, social movements and/or institutions. May be taken twice under different course titles. **Three hours per week.**

601. METHODS OF HISTORICAL RESEARCH
3 hours credit
Students will examine first hand the vast original documentation relating to the Lower Delmarva Peninsula at the Nabb Research Center and what sort of social, political, educational, economic, religious or cultural material(s) may be included in each record type. Familiarity with 17th and 18th century language and handwriting (similar to learning a foreign language) must also be included to understand the documents. Research and interpretation will focus on creating a more complete picture of what life was like during the century after the initial settlement of the Lower Eastern Shore area. May be taken only once. **Three hours per week.**

602. SEMINAR: COLONIAL AND REVOLUTIONARY AMERICA
3 hours credit
A study of Colonial institutions and the American Revolutionary movement. Emphasis is placed upon the study of specific topics through individual research projects. May be taken twice under different course subtitles. **Three hours per week.**

603. SEMINAR IN 19TH CENTURY AMERICA
3 hours credit
An opportunity to explore in-depth 19th century American society, via themes selected by the instructor. May be taken twice under different course subtitles. **Three hours per week.**

604. SEMINAR IN EUROPEAN HISTORY
3 hours credit
Designed to enable the student to explore, through intensive research, basic problems in European history. The period or topics to be studied will be selected by the instructor. May be taken twice under different course subtitles. **Three hours per week.**

605. SEMINAR: MARYLAND HISTORY
3 hours credit
Designed to acquaint students, through readings and research, with some of the major problems and developments in the history of Maryland. May be taken twice under different course subtitles. **Three hours per week.**

606. SEMINAR IN 20TH CENTURY AMERICA
3 hours credit
Enables intensive exploration of specific periods and/or problems in this century through individual research. May be taken twice under different course subtitles. **Three hours per week.**

607. SEMINAR IN CHESAPEAKE AND MIDDLE ATLANTIC HISTORY
3 hours credit
Intensive seminar exploring comparative facets of Chesapeake history (economic, social, cultural, religious and political) in Maryland, Virginia, Delaware, New Jersey, Pennsylvania and New York. The impact of the Chesapeake area (and Delmarva) within the broader context of the Middle Atlantic community will be understood. May be taken twice under different subtitles. **Three hours per week.**

608. SEMINAR IN AMERICAN DIPLOMACY
3 hours credit
Permits investigation, through reading and research, of selected problems in the history of American diplomacy. May be taken twice under different course subtitles. **Three hours per week.**

609. STUDIES IN EARLY DELMARVA
3 hours credit
Intensive seminar which explores life on early Colonial Delmarva through examination of primary records of the Lower Eastern Shore including settlers, settlement patterns, and social and familial networks. In-depth analysis will result in the reconstruction of this Eastern Shore social and economic world. May be taken twice under different subtitles. **Three hours per week.**

610. SEMINAR IN LATIN AMERICAN HISTORY
3 hours credit
An intensive study of major institutions and specific periods in Latin America through reading and research. May be taken twice under different course subtitles. **Three hours per week.**

612. SPECIAL TOPICS SEMINAR
3 hours credit
An intensive readings or research course on a special topic selected by the instructor. May be taken twice under different course subtitles. **Three hours per week.**

613. SEMINAR IN ANCIENT HISTORY
3 hours credit
An intensive seminar exploring ancient civilizations such as Greece, Rome, Egypt and the Near East as selected by the instructor. May be taken twice under different course subtitles. **Three hours per week.**

614. SEMINAR IN ASIAN HISTORY
3 hours credit
An intensive seminar exploring in-depth Asian societies via themes selected by the instructor. May be taken twice under different course subtitles. **Three hours per week.**

615. SEMINAR IN AFRICAN HISTORY
3 hours credit
An in-depth study of specific topics in African history as selected by the instructor. May be taken twice under different course subtitles. **Three hours per week.**

629. INDIVIDUAL RESEARCH/HISTORIOGRAPHY
3 hours credit
Specialized historiography and/or research course for graduate students (either thesis or non-thesis options). May be taken only once. **Prerequisite:** Permission of the graduate director. **Three hours per week.**

630. DIRECTED RESEARCH
3 hours credit
Preparation of optional research project in master's degree program under departmental supervision. **Prerequisites:** May be taken only once and only in conjunction with HIST 631. Permission of the graduate director. **Three hours per week.**

631. THESIS
3 hours credit
May be taken only once and may be taken without HIST 630. **Prerequisite:** Permission of the graduate director.

HONORS (HONR)

111. HONORS CORE I: CRITICAL THINKING AND WRITING
4 hours credit
Processes for developing and supporting beliefs with clear, unambiguous arguments and for evaluating the soundness of these arguments. Practice in reasoning, presentation of sound arguments in oral and written form, and analysis of the use of language to influence thought. May not receive credit for both IDIS III and HONR 111 **Prerequisite:** Admission to the Honors Program. **Three hours per week with enhancement. Meets General Education IA for ENGL 101.**

112. HONORS CORE II: ISSUES IN THE SOCIAL SCIENCES
4 hours credit
Designed to introduce students to enduring and pertinent issues in the social sciences and to teach students ways of reflecting upon these issues, critically examining them and, where necessary, challenging them by means of critical thinking, questioning, argumentation and debate. Students will learn not only what social scientists think, write and argue about, but how they do these things—their methods and underlying assumptions. May not receive credit for both IDIS 112 and HONR 112. **Prerequisite:** Admission to the Honors Program. **Three hours per week with enhancement. Meets General Education IIB.**

211. HONORS CORE III: ISSUES IN THE HUMANITIES
4 hours credit
Designed to introduce students to enduring and pertinent issues in the humanities and to teach them ways of reflecting upon these issues, critically examining them and, where necessary, challenging them by means of critical thinking, questioning, argumentation and debate. Students will learn not only what scholars think, write and argue about, but how they do these things—their methods and underlying assumptions. May not receive credit for both IDIS 211 and HONR 211. **Prerequisite:** Admission to the Honors Program. **Three hours per week with enhancement. Meets General Education IB.**

212. HONORS CORE IV: ISSUES IN THE NATURAL SCIENCES
4 hours credit
Designed to introduce students to enduring and pertinent issues in the natural sciences and to teach them ways of reflecting upon these issues, critically examining them and, where necessary, challenging them by means of critical thinking, questioning, argumentation and debate. Students will learn not only what scientists think, write and argue about, but how they do these things—their methods and underlying assumptions. May not receive credit for both IDIS 212 and HONR 212. **Prerequisite:** Admission to the Honors Program. **Three hours per week with enhancement. Meets General Education IIIB.**

311. HONORS INTERDISCIPLINARY SEMINAR
4 hours credit
Examines an interdisciplinary topic of broad scope and significance. Open to all Honors students; required for those intending to graduate with either Bellavance Honors or Bellavance Honors with Distinction. May be repeated under different topics. **Prerequisites:** Sophomore standing, permission of Honors director. **Three hours per week with enhancement.**

312. JUNIOR YEAR HONORS RESEARCH/CREATIVE PROJECT
1 hour credit
Honors students intending to graduate with either Bellavance Honors or Bellavance Honors with Distinction will complete a research or creative project in a 300-400 level course of their choosing (does not have to be an honors course) in their junior year. Students will present research or creative project at one of the symposia available for such presentations. This one-credit, pass/fail course enables the honors director to monitor the progress of student work. **Prerequisite:** Admission to Honors Program. **One hour per week.** ***(P/F)***

490. HONORS THESIS PREPARATION
1 hour credit
Taken in the semester preceding the writing of an Honors thesis. Students select a thesis mentor and committee, do preliminary research on their subject and write a prospectus approved by their thesis committee. Required for students intending to graduate with Bellavance Honors or Bellavance Honors with Distinction. **Prerequisite:** Completion of the Honors core curriculum. **One hour per week.** ***(P/F)***

495. HONORS SENIOR THESIS
3 hours credit
Thesis in major field of study. Required for students intending to graduate Bellavance Honors or Bellavance Honors with Distinction. **Prerequisite:** HONR 490. **Three hours per week.**

INFORMATION SYSTEMS (INFO)

111. BUSINESS MICROCOMPUTER USE
1 hour credit
Laboratory course that familiarizes students with current end-user software such as word processors, spreadsheets and databases. **Two hours per week.**

211. INFORMATION SYSTEMS CONCEPTS FOR MANAGEMENT
3 hours credit
Examines use of information technology to meet management challenges within the business environment. Computer-based labs and class discussions promote understanding of the technical aspects of information systems and an appreciation for the relationship between systems and organizational processes. **Prerequisite:** INFO 111 or COSC 116 or COSC 120 or COSC 118. **Three hours per week.**

281. INTERMEDIATE BUSINESS STATISTICS
3 hours credit
Study of modern statistical technique with emphasis on data analysis in a computer-assisted environment. Topics include analysis of variance and experimental design, categorical data analysis, regression analysis, model building, time series analysis and index numbers. **Prerequisites:** INFO 111 or COSC 116, MATH 160 and a C or better in MATH 155. **Three hours per week.**

301. BUSINESS APPLICATIONS DEVELOPMENT
3 hours credit
Introduction to the development of business applications using software development languages and tools commonly used in industry. Topics include design and implementation of user interfaces, business process automation and data stores. **Major Prerequisites:** Admission to Professional Program, INFO 211. **Non-Major Prerequisites:** Junior standing, INFO 211. **Three hours per week.**

315. PROJECT MANAGEMENT
3 hours credit
Introduces students to formal project management methods, tools and processes, including scope, quality, scheduling, cost estimation, communication, risk and change management. Follows the Project Management Body of Knowledge. Although case examples focus on information systems, it can apply to any major. Includes teamwork, guest lectures from

industry project leaders and software applications. **Prerequisites:** Junior standing, computer literacy. **Three hours per week.**

326. OPERATIONS MANAGEMENT
3 hours credit

Study of productivity, quality control, cost-effectiveness and profitability of manufacturing and service organizations from the managerial perspective. Topics include product design, resource requirements and flow, facility layout, distribution system design, quality control, forecasting techniques and inventory policy. **Major Prerequisite:** Admission to Professional Program. **Non-Major Prerequisite:** Junior standing. **Three hours per week.**

338. SPECIAL TOPICS
3 hours credit

Advanced study of varying information systems topics based on students' interests and needs. May be repeated once for credit under different subtitle. May substitute for an information systems major elective. **Prerequisite:** Varies by topic. **Three hours per week.**

350. WEB ANALYSIS AND DESIGN
3 hours credit

Investigates the current state of the Web by analyzing best practices. Involves formal theories for analysis and design. Students will participate in usability studies. The theories and studies of renowned usability, design and technical experts will be highlighted throughout the course. **Major Prerequisites:** Admission to Professional Program, INFO 211. **Non-Major Prerequisites:** Junior standing, INFO 211. **Three hours per week.**

385. DATA COMMUNICATIONS AND NETWORKING
3 hours credit

Concepts and characteristics of data communication systems including network architectures, network operating systems, OSI Reference Model and network trends. Examination of wired and wireless networks, network security and network management. **Major Prerequisites:** Admission to Professional Program, INFO 211 or COSC 116 or COSC 120. **Non-Major Prerequisites:** Junior standing, INFO 211 or COSC 116 or COSC 120. **Three hours per week.**

386. DATABASE MANAGEMENT SYSTEMS
3 hours credit

Study of the design, implementation and application of database management systems. Examination of several commercially available systems. **Major Prerequisites:** Admission to Professional Program, INFO 301. **Non-Major Prerequisites:** Junior standing, INFO 301 or COSC 118 or COSC 120. **Three hours per week.**

395. ADVANCED MANAGEMENT SUPPORT SYSTEMS
3 hours credit

Study of computerized technologies developed to support managerial decision-making. Topics include decision support systems, expert systems, neural computing, artificial intelligence and integration of these technologies. **Major Prerequisites:** Admission to Professional Program, INFO 211. **Non-Major Prerequisites:** Junior standing, INFO 211. **Three hours per week.**

450. COMPUTER HARDWARE AND OS TECHNOLOGIES
3 hours credit

Study of technical topics related to computer systems. Emphasis is placed on hardware architecture, operating systems, basic networking and application software compatibilities issues. May not receive credit for both INFO 450 and INFO 455. **Major Prerequisites:** Admission to Professional Program, INFO 211. **Non-Major Prerequisites:** Junior standing, INFO 211. **Three hours per week.**

455. ADVANCED MICROCOMPUTER APPLICATIONS IN BUSINESS
3 hours credit

Advanced study of microcomputer applications in business with extensive coverage of database management, decision support and operating systems and the use of standard business software. May not receive credit for both INFO 450 and INFO 455. **Major Prerequisites:** INFO 211, admission to Professional Program. **Non-Major Prerequisites:** INFO 211, junior standing. **Three hours per week.**

465. GLOBAL INFORMATION SYSTEMS MANAGEMENT
3 hours credit

Analysis of technical, cultural, organizational and geopolitical challenges facing business and IT professionals in implementing and managing IT in an increasingly global, technological environment. Current readings and case studies are used to examine infrastructure, e-business, global teamwork, and transborder and cross-cultural information systems issues. **Major Prerequisites:** INFO 211, admission to Professional Program. **Non-Major Prerequisites:** INFO 211, junior standing. **Three hours per week.**

470. ENTERPRISE SYSTEMS
3 hours credit

Overviews and applies enterprise systems and investigates such questions as: What are the different enterprise systems and what do they do? What types of changes are associated with implementing such technology? What is involved in an implementation? **Major Prerequisites:** Admission to Professional Program, INFO 211. **Non-Major Prerequisites:** Junior standing, INFO 211. **Three hours per week.**

475. INFORMATION SYSTEMS ANALYSIS AND DESIGN
3 hours credit

Study of the methods and techniques for conducting a systems project that solve business problems with information technology. Plan, analyze, design and implement a business system as a member of a project team. Computer-based systems analysis and design tool is available for use in the lab. **Major Prerequisites:** INFO 301, 385, 386, admission to Professional Program. **Non-Major Prerequisites:** INFO 301, 385, 386, junior standing. **Three hours per week.**

476. INFORMATION SYSTEMS DEVELOPMENT AND IMPLEMENTATION
3 hours credit

Design, implementation, and documentation of an information system. The development project is in the form of field-study or in-depth case-study. Successful completion of this course satisfies the ABLE requirement. **Major Prerequisites:** INFO 301, 385, 386, admission to Professional Program. **Non-Major Prerequisites:** INFO 301, 385, 386, junior standing. **Three hours per week.**

480. SEMINAR IN INFORMATION SYSTEMS
3 hours credit

Study of major research findings, case studies and current issues relevant to management in the era of computer-based information systems and use of standard business software. **Prerequisites:** Information systems major and junior standing. **Three hours per week.**

485. ADVANCED SEMINAR ON NETWORKING
3 hours credit

Advanced study of designing, implementing, administering and troubleshooting networks that incorporate major network operating systems. Discussion on effectiveness of networks and general IT. Assists students working toward entry-level general networking (Network+, Network Security, etc.) or vendor-specific (Cisco, Microsoft, Linux, etc.) certifications. **Major Prerequisites:** INFO 385, admission to Professional Program. **Non-Major Prerequisites:** INFO 385, junior standing. **Three hours per week.**

490. INFORMATION SYSTEMS INTERNSHIP
3 hours credit

Professional work experience in information systems. **Prerequisites:** INFO 301, 385, 386; placement and approval by ABLE office, admission to Professional Program.

494. DIRECTED STUDY IN INFORMATION SYSTEMS
1-3 hours credit

Intensive research or study of a selected topic in information systems. May be used as an information systems elective if approved by the department chair. May be repeated once for credit under different subtitles. **Prerequisites:** Junior standing and permission of instructor prior to registration.

655. INFORMATION SYSTEMS FOR MANAGEMENT DECISIONS
3 hours credit

Computerized management tools for decision-making are emphasized. Design and use of data processing systems, transaction processing systems and decision support systems discussed. Microcomputer applications include database management spreadsheets, statistical and word processing packages. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

670. MANAGEMENT SCIENCE MODELS
3 hours credit

Study of rational decision-making in a computer-assisted environment. Topics include decision theory, linear programming, distribution models, inventory and project management. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

686. DATABASE PROCESSING AND MANAGEMENT
3 hours credit

Essential concepts in database management, including database processing, data modeling, relational database design and implementation. Includes project management methods, hands-on use of database tools, SQL and a team project requiring online collaboration. **Prerequisite:** Graduate standing, computer literacy, MS Office tools. **Three hours per week.**

INTERDISCIPLINARY STUDIES (IDIS)

100. FRESHMAN SEMINAR
3 hours credit

Focus on themes, issues and questions of importance in the liberal arts and sciences. Students must co-register for three General Education courses designated as part of the General Education learning community. Meets the objectives of the college orientation seminar. May be repeated once for credit. **Three hours per week.**

213. INTRODUCTION TO GENDER STUDIES
3 hours credit

Examines the historic roots of gender studies, how various disciplines approach gender issues and how concepts of gender affect lives. May not be taken for credit if student has credit for HIST 213. **Three hours per week. Meets General Education IIB.**

250. COMPARATIVE RELIGIONS
3 hours credit

Comprehensive overview of major religious traditions, including Judaism, Islam, Christianity, Hinduism, Buddhism, Taoism and religions of the ancient world. Focus on structural concepts such as the experience of the sacred, the roles of myth and symbolic systems, cosmologies and definitions of the religious community. **Three hours per week.**

278. INTERDISCIPLINARY GENERAL EDUCATION: HUMANITIES
3 hours credit

Introductory-level General Education interdisciplinary course offered through the cooperation of at least two departments. Topic varies semester to semester. Develops students' abilities to integrate and synthesize ideas about the beauty and truth embodied in the traditional disciplines of the humanities. Students may use only one of the following courses to satisfy General Education IB requirements: IDIS 278 or 478. **Three hours per week. Meets General Education IB.**

279. INTERDISCIPLINARY GENERAL EDUCATION: SOCIAL SCIENCE
3 hours credit

Introductory-level General Education interdisciplinary course offered through the cooperation of at least two departments. Topic varies semester to semester. Develops students' abilities to integrate and synthesize ideas about the interaction of humans in the social world. Students may use only one of the following courses to satisfy General Education IIB requirements: IDIS 279 or 479. **Three hours per week. Meets General Education IB.**

280. SPECIAL TOPICS IN INTERDISCIPLINARY STUDIES
1-6 hours credit

Interdisciplinary seminar with content varying semester to semester. May be repeated under different titles for a maximum of six hours. **One to six hours per week.**

285. INTRODUCTION TO THE CREATIVE ARTS
3 hours credit

Introduces the basic elements, principles, processes, materials, and inherent qualities of dance, music, theatre, and the visual arts. A team-teaching approach focuses on experiential learning and creativity. Students are required, as a class, to create an integrative arts performance project. **Three hours per week. Meets General Education IB.**

300. SERVICE LEARNING SEMINAR
1 hour credit

Explores relationships between service and companion courses using a service learning model. Twenty hours of service and one hour seminar every other week. **Prerequisite:** Permission of instructor. **Two hours per week.**

424. CURRENT TOPICS IN CONFLICT
3 hours credit

In-depth, interdisciplinary examination of a current case of domestic or international conflict through investigation of its economic, sociocultural, political and historical roots, and exploration of the philosophical, political and sociocultural aspects of its resolution. **Prerequisites:** SOCI 225 or POSC 409 and junior class standing. **Three hours per week.**

478. INTERDISCIPLINARY GENERAL EDUCATION: HUMANITIES
3 hours credit

Upper-level General Education interdisciplinary course offered through the cooperation of at least two departments. Topic varies semester to semester. Expands students' abilities to integrate and synthesize ideas about the beauty and truth embodied in the traditional disciplines of the humanities. Students may use only one of the following courses to satisfy General Education IB requirements: IDIS 278 or 478. **Prerequisite:** Junior standing. **Three hours per week. Meets General Education IB.**

479. INTERDISCIPLINARY GENERAL EDUCATION: SOCIAL SCIENCE
3 hours credit

Upper-level General Education interdisciplinary course offered through the cooperation of at least two departments. Topic varies semester to semester. Expands students' abilities to integrate and synthesize ideas about the interactions of humans in the social world. Students may use only one of the following courses to satisfy General Education IIB requirement: IDIS 279 or 479. **Prerequisite:** Junior standing. **Three hours per week. Meets General Education IB.**

485. GENDER STUDIES CAPSTONE SEMINAR

3 hours credit

Examines the central issues and questions in women's studies/gender studies from a contemporary perspective. Addresses the constructs of masculinity and femininity in psychology, education, philosophy, history, English, sociology and art. Readings, lectures and discussion provide a theoretical framework for capstone projects in spring semester. **Prerequisite:** Permission of gender studies coordinator. **Three hours per week.**

497. UNDERGRADUATE RESEARCH

3 hours credit

Independent student research under the supervision of the Interdisciplinary Studies Coordinator. Students will have the opportunity to study a topic in depth and design their own research project to add to that area's body of knowledge. Specific topics are indicated on student transcripts. Public presentation required. **Prerequisites:** Junior standing, permission of interdisciplinary studies coordinator. **Three hours per week.**

LATIN (LATN)

101. ELEMENTARY LATIN I

3 hours credit

Introductory study of the Latin language with emphasis on basic structures including a history of Latin language from the classical period to medieval Latin. **Three hours per week. Meets General Education IB.**

102. ELEMENTARY LATIN II

3 hours credit

Continuation of the beginning study of the Latin language with on-going emphasis on basic structures, translation and the history of the Latin language. **Prerequisite:** LATN 101 or at least one year of high school Latin. **Three hours per week. Meets General Education IB.**

MANAGEMENT (MGMT)

320. MANAGEMENT AND ORGANIZATIONAL BEHAVIOR

3 hours credit

Study of the general nature, behavior and functions of organization and management in business. Emphasis on planning, organizing, leading, motivating and controlling. **Major Prerequisites:** Admission to Professional Program. **Non-Major Prerequisites:** Junior standing. **Prerequisite:** BUAD 300. **Three hours per week.**

338. SPECIAL TOPICS IN MANAGEMENT

3 hours credit

Advanced study of varying management topics based on students' interest and needs. May be repeated once for credit under different subtitles. May substitute for a management major elective depending on the topic (see director of undergraduate studies). **Major Prerequisites:** Varies by topics, admission to Professional Program. **Non-Major Prerequisites:** Varies by topics, junior standing. **Three hours per week.**

420. BUSINESS AND SOCIETY

3 hours credit

Addresses social and ethical problems facing business today. Ethical principles and problem solving models are applied to issues of profit maximization, workplace diversity, consumerism, risk management, product liability, government-business interface, environmental economics, global business, financial management and other key business areas. Focus is on analyzing these problems and developing alternative ethical solutions through case studies, formal debates and class discussions. **Prerequisite:** MGMT 320 or MKTG 330. **Three hours per week.**

422. MANAGEMENT OF THE MULTINATIONAL BUSINESS

3 hours credit

Provides students with an understanding of the unique features that characterize the multinational enterprise. Emphasis on the changing context in which business is conducted on a global basis. **Prerequisite:** MGMT 320. **Three hours per week.**

425. APPLIED ORGANIZATIONAL SCIENCE

3 hours credit

Use of understandings about human behavior to motivate employees to work together in harmony. Topics include fundamentals of organizational behavior, leadership and its development, organizational environment and communications, and group processes. **Prerequisite:** MGMT 320. **Three hours per week.**

428. ENTREPRENEURSHIP

3 hours credit

Practical analysis of the viability of a business venture and development of a business plan to fund such a venture. Emphasis on reducing risk and uncertainty under competitive economic conditions. **Prerequisites:** MGMT 320, MKTG 330. **Three hours per week.**

429. SMALL BUSINESS CONSULTING

3 hours credit

Study of methods and techniques for consulting with small and independent businesses. Students work with business owners under faculty supervision to study real problems of small business organizations and devise and recommend solutions. **Prerequisites:** MGMT 320, MKTG 330 and senior status. **Three hours per week.**

450. HUMAN RESOURCE MANAGEMENT

3 hours credit

Study of management of human resources in organizations. Topics include recruiting, selecting, developing and compensating personnel; labor union relations; and development of personnel policy. Not open to students with credit for BUAD 427. **Prerequisite:** MGMT 320. **Three hours per week.**

451. STAFFING ORGANIZATIONS

3 hours credit

Detailed examination of recruitment, selection and placement as human resources management activities. Emphasis on functional and strategic staffing topics. Topics include position advertising, interviewing and selection testing. **Prerequisite:** MGMT 450. **Three hours per week.**

452. EMPLOYEE-MANAGEMENT RELATIONS

3 hours credit

Detailed examination of human resource areas covering the relationship between employees and management. Course covers unions/collective bargaining, employee rights/responsibilities and employment law. **Prerequisite:** MGMT 450. **Three hours per week.**

490. MANAGEMENT INTERNSHIP

3 hours credit

Intern experience in management. May substitute for a management major elective if approved by the school dean. **Prerequisites:** Junior status, management major, placement and approval by the ABLE program director, and admission to Professional Program.

491. ADVANCED MANAGEMENT INTERNSHIP

3 hours credit

Research associated with an internship experience in management. **Prerequisite:** Approval of ABLE program director. **Pre- or Corequisite:** MGMT 490.

492. STRATEGIC MANAGEMENT

3 hours credit

Seminar in strategic business decision making. Emphasizes evaluating and integrating appropriate marketing, financial and management information. **Prerequisites:** FINA 311, INFO 326, MGMT 320, MKTG 330, business/accounting/information systems/finance/management/marketing major in their last semester before graduation. **Corequisite:** BUAD 400. (C or better required for graduation.) **Three hours per week.**

550. GRADUATE SURVEY OF MANAGEMENT

3 hours credit

Study of the interrelationship of various management functions: principles of general management, production management, information systems and management of international operations. Introduces various schools of management, modern organizational theories and the elements of decision-making. M.B.A. leveling course. **Prerequisite:** Provisional status in M.B.A. program. **Three hours per week.**

620. ORGANIZATIONAL THEORY

3 hours credit

Development of a framework for understanding the modern business enterprise. Includes a review of management thought and organizational theory, the functions of management and recent trends in management theory and practice in the U.S. and abroad. The contributions of behavioral science, management science, systems theory, contingency theory and other relevant theories are examined. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

625. ORGANIZATIONAL BEHAVIOR SEMINAR

3 hours credit

Study of individual and group behavior in organizational structures to understand the interaction of managers with other members of the organization. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

635. EXTERNAL ENVIRONMENT OF THE ORGANIZATION

3 HOURS CREDIT

Study of how external environment influences organizational strategy and how business influences society. Topics include ethics, legal environment, corporate governance, corporate social responsibility, government-business relationships, consumerism, globalization and human capital. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

665. ENTREPRENEURSHIP

3 hours credit

Analyzes organized and systematic entrepreneurship in new enterprises, established large enterprises and nonbusiness institutions. Emphasis is on applying concepts and techniques from the functional areas of business to the new venture development environment in independent and corporate settings. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

680. CORPORATE STRATEGIC PLANNING AND POLICY

3 HOURS CREDIT

Capstone course focusing on critical issues affecting the success of the total enterprise in domestic and multinational environments. Emphasis on the functions, responsibilities and ethical values of top managers as they determine the direction of the organization and shape its future. Strategy is the unifying theme in case discussions. **Prerequisite:** Completion of 12 semester hours at the 600 level in SU's M.B.A. program, including either ACCT 640, 650 or FINA 650. To be taken in the final semester before graduation. **Three hours per week.**

685. INTERNATIONAL MANAGEMENT SEMINAR

3 hours credit

Study of international aspects of business management and the environment of international business. Topics selected from environmental factors (e.g., cultural, legal, political) and the major aspects of managing business operations in the global environment (e.g., organizational behavior, human resource management and strategic management). **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

MARKETING (MKTG)

330. PRINCIPLES OF MARKETING MANAGEMENT

3 hours credit

Survey of basic marketing concepts and principles from a managerial perspective. Topics include the marketing concept, environment and demand analysis, marketing mix (product, price distribution and promotion) and an introduction to marketing strategy and international marketing. **Major Prerequisite:** Admission to Professional Program. **Non-Major Prerequisites:** Junior standing and ECON 150 or 211 or 212. **Three hours per week.**

331. PROMOTION MANAGEMENT

3 hours credit

Managerial overview of advertising and sales promotion as they relate to economic and social systems. Topics include promotional planning, research, media selection, creative implementation, retail, business/professional and consumer advertising. **Prerequisite:** MKTG 330. **Three hours per week.**

332. CONSUMER BEHAVIOR

3 hours credit

Examination of the buyer (individual consumer and organizational agent) as problem solver. Topics include buying decision processes and social, psychological, anthropological and economic factors that influence behavior in the marketplace. Examines principles, theories, models and research techniques related to purchasing behavior. **Prerequisite:** MKTG 330. **Three hours per week.**

333. SALES MANAGEMENT

3 hours credit

Introduction to sales management and the personal selling component of marketing management. Emphasis on both the selling process as well as managing sales personnel. Topics will include market analysis, sales strategies, sales presentations and creating/administering a sales program. **Prerequisite:** MKTG 330. **Three hours per week.**

334. PRINCIPLES OF RETAILING

3 hours credit

Evaluation of retailing in our economy with emphasis on change in a dynamic environment. Topics such as structure, organization, merchandising, planning policy, inventory, pricing, record keeping, communication, personnel and location are reviewed, discussed and analyzed. **Prerequisite:** MKTG 330. **Three hours per week.**

338. SPECIAL TOPICS IN MARKETING

3 hours credit

Advanced study of varying marketing topics based on students' interests and needs. May be repeated once for credit under different subtitles. May substitute for a marketing major elective depending on the topic (see director of undergraduate studies). **Major Prerequisites:** Varies by topics, admission to Professional Program. **Non-Major Prerequisites:** Varies by topics, junior standing. **Three hours per week.**

401. BUSINESS MARKETING
3 hours credit

Study of concepts, techniques and problems in organizational marketing. Topics include organizational buying process, buyer-seller relationships, business market segmentation, market planning, sales forecasting and design of marketing mix strategies. Considers a variety of business marketing situations. **Prerequisite.** MKTG 330. **Three hours per week.**

423. INTERNATIONAL MARKETING
3 hours credit

Study of the decision-making process in marketing products and services across national boundaries. Examination of the design and modification of marketing strategies. Identification of potential markets with consideration of product, price, promotion and distribution decisions within the restraints of a particular cultural, economic and political setting. **Prerequisite:** MKTG 330. **Three hours per week.**

430. MARKETING MANAGEMENT STRATEGY
3 hours credit

Comprehensive managerial analysis of the marketing function. Emphasis on strategic planning and implementation and control of marketing mix activity. Students apply overall knowledge to analyze and propose solutions to marketing problems/opportunities. **Prerequisites:** Senior status, MKTG 330, six additional hours of marketing electives. **Three hours per week.**

438. MARKETING RESEARCH
3 hours credit

Collection and analysis of marketing data viewed in context of identifying the market demand (methods of decision making for marketing management). Topics include Bayesian decision theory, sampling techniques, and regression and correlation analysis. **Prerequisites:** INFO 281, MKTG 330. **Three hours per week.**

439. SENIOR MARKETING SEMINAR
3 hours credit

Students address contemporary marketing issues and practice marketing management by using an experimental approach to assess the marketing plans and programs of marketing organizations. **Prerequisites:** Senior status, MKTG 430 or 438. **Three hours per week.**

490. MARKETING INTERNSHIP
3 hours credit

Intern experience in marketing. May substitute for a marketing major elective if approved by the school dean. **Prerequisites:** Junior status, marketing major, placement and approval by the ABLE program director, admission to Professional Program.

491. ADVANCED MARKETING INTERNSHIP
3 hours credit

Research associated with an internship experience in marketing. **Prerequisite:** Approval of ABLE program director. **Pre- or Corequisite:** MKTG 490.

560. GRADUATE SURVEY OF MARKETING
3 hours credit

Examination of markets and marketing functions responding to a dynamic environment. An overview of domestic and international marketing functions and institutions adapting to social, economic, legal and technical change. Special emphasis will be placed on the ramifications of consumerism and regulation of marketing activities. M.B.A. leveling course. **Prerequisite:** Provisional status in M.B.A. program. **Three hours per week.**

660. MARKETING STRATEGY
3 hours credit

Study of classic and contemporary marketing strategies for both profit and nonprofit organizations. Considers the organizational-environmental interface as a shaping factor in planning and implementing the marketing mix. Emphasis placed on planning in dynamic domestic and international environments. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

661. CONSUMER AND BUYER BEHAVIOR
3 hours credit

Studies the process of customer decision-making, consumption and post-consumption activities. Both internal and external influences on those processes are examined to provide an overall foundation of buyer behavior. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

662. PROMOTIONAL STRATEGY
3 hours credit

Examines the development of promotional strategy. Advertising, sales promotion, personal selling and publicity are explored. Emphasis on planning, designing and implementing promotional strategies. **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

685. INTERNATIONAL MARKETING SEMINAR
3 hours credit

Study of international aspects of marketing management and the environment of international marketing. Topics selected from international finance, international trade, environmental factors (e.g., cultural, legal, political) and the major aspects of marketing management operations in the global environment (e.g., combining application-oriented analyses requiring the utilization of various marketing management concepts). **Prerequisite:** Admission to M.B.A. program. **Three hours per week.**

MATHEMATICS (MATH)

Three units of high school mathematics (including Algebra II and geometry) or college algebra is a prerequisite for all math courses.

100. COLLEGE ALGEBRA: A MODELING APPROACH
3 hours credit

A modeling approach to algebraic topics used in problem solving. Topics include equations and functions; polynomial, exponential and logarithmic functions: graphing and data analysis/modeling. Emphasis on skill development, problem solving, critical thinking, working in teams, use of graphing calculators and communicating effectively. Credit may not be received for more than one of the following: MATH 100, 140. **Prerequisites:** High school Algebra I and II. **Three hours per week. Meets General Education IIIB or IIIC.**

130. FUNDAMENTAL CONCEPTS I
3 hours credit

For prospective elementary school teachers, the course provides a thorough understanding of the mathematical concepts covered in grades one through eight. Moves through the mathematical content into the ability to explain the mathematical ideas and relationships. Emphasizes the ability to explain the concepts in everyday language appropriate for the listener, using correct vocabulary, and the ability to demonstrate these ideas using physical models and/or activities. Use of technology is required. Includes non-routine problem solving. May not receive credit for both MATH 103 and MATH 130. **Three hours per week. Does not meet General Education.**

140. COLLEGE ALGEBRA AND TRIGONOMETRY
4 hours credit

Applications-oriented college algebra and trigonometry course for students planning to study science or additional mathematics. Emphasizes computational, qualitative, visual and symbolic approaches. Topics include functions and graphs; exponential, logarithmic and trigonometric functions; and difference equations. Credit may not be received for more than one of the following: MATH 102, 118, 122, 140. **Prerequisites:** High school Algebra II and plane geometry. **Four hours per week. Meets General Education IIIB or IIIC.**

144. ENVIRONMENTAL MATHEMATICS
3 hours credit

Systems approach to environmental concepts and problems. A principal tool is the Odum diagrammatic systems language, translated into flow equations which are then implemented by computer models. **Prerequisites:** High school Algebra II and plane geometry. **Three hours per week. Meets General Education IIIB or IIIC.**

155. MODERN STATISTICS WITH COMPUTER ANALYSIS
3 hours credit

Descriptive and inferential analysis of raw data, emphasizing appropriate assumptions, computer use and interpretation. Consideration of parametric and nonparametric methods and comparison of their powers. Intended for students in the social and natural sciences. Credit may not be received for more than one: MATH 151, 155 or 213. **Prerequisites:** High school Algebra II and plane geometry. **Three hours per week. Meets General Education IIIB or IIIC.**

160. INTRODUCTION TO APPLIED CALCULUS
3 hours credit

Introductory study of differential and integral calculus with emphasis on techniques and applications. For students in the biological, management, social and behavioral sciences. **Prerequisites:** High school Algebra II and plane geometry. **Three hours per week. Meets General Education IIIB or IIIC.**

190. LIBERAL ARTS MATHEMATICS
3 hours credit

Study of the beauty and structure of mathematics, with emphasis on quantitative and analytical reasoning skills. Various areas of mathematics or its applications will be used as a vehicle for this study. Designed for students whose major area of study does not have specific requirements in mathematics. May not receive credit for both MATH 200 and 190. **Prerequisites:** Three years of high school mathematics including geometry or college-level intermediate algebra. **Three hours per week. Meets General Education IIIB or IIIC.**

201, 202. CALCULUS I, II
4 hours credit each

Introduction to analytic geometry, limits, continuity, derivatives of elementary functions, applications of the derivative, integrals, infinite series, applications and techniques of integration. MATH 202 is a continuation of 201. **Prerequisites:** Trigonometry and MATH 140 or equivalent. **Four hours per week each. Meet General Education IIIB or IIIC.**

210. INTRODUCTION TO DISCRETE MATHEMATICS
4 hours credit

Introduction to basic techniques and modes of reasoning for discrete problem solving. Set theory, recurrence relations, counting, graphs and lattice number theory. **Prerequisite:** MATH 140 or equivalent. **Four hours per week. Meets General Education IIIB or IIIC.**

213. STATISTICAL THINKING
3 hours credit

Descriptive and inferential analysis of data, emphasizing appropriate assumptions, computer use and interpretation. Parametric and non parametric methods will be compared and contrasted throughout the course. May not be taken for credit if student has credit for MATH 151 or 155. Concurrent registration with MATH 214 is required **Prerequisites or Corequisites:** MATH 214 and 160 or 201. **Three hours per week.**

214. STATISTICS LABORATORY
1 hour credit

Laboratory activities to reinforce topics covered in MATH 213. Must be taken during the same semester that students register for MATH 213. Students having completed MATH 155 or equivalent may also take MATH 214. **Prerequisite or Corequisite:** MATH 213 or MATH 155. **Two hours per week.**

230. FUNDAMENTAL CONCEPTS II
3 hours credit

Continuation of the process begun in MATH 130 of preparing prospective elementary school teachers to teach mathematics. Like MATH 130, it fosters a thorough understanding of fundamental mathematics and emphasizes the ability to communicate this. May not receive credit for both MATH 104 and 230. **Prerequisite:** MATH 130 completed with a C or better. **Three hours per week. Meets General Education IIIB or IIIC.**

300. INTRODUCTION TO ABSTRACT MATHEMATICS
3 hours credit

Designed for students majoring and minoring in mathematics. Students experience the power of mathematical thought and develop facility with mathematical expression, both written and oral. Assignments make use of both inductive and deductive reasoning. **Prerequisite:** A course in discrete mathematics (MATH 210) with a C or better. **Three hours per week.**

306. LINEAR ALGEBRA
4 hours credit

Basic concepts of linear algebra: linear equations and matrices, vector spaces and subspaces, similar matrices, basis and dimension, linear transformations, eigenvalues, determinants, orthogonality, coordinate systems, and applications to geometry. **Prerequisite:** MATH 202. **Four hours per week.**

310. CALCULUS III
4 hours credit

Arc length, indeterminate forms, Euclidean spaces, functions of several variables, partial differentiation, multiple integrals. **Prerequisite:** MATH 202. **Four hours per week.**

311. DIFFERENTIAL EQUATIONS I
4 hours credit

Solutions of first and second order equations and their applications: separable, exact, homogeneous, linear. Numerical and series solutions of ordinary and partial differential equations. **Prerequisite:** MATH 202. **Four hours per week.**

313. SURVEY DESIGN AND SAMPLING
3 hours credit

Peculiarities of sampling and inference commonly encountered in business, the social sciences and natural resources management. Methods for selecting the sample from an existing population and ways for circumventing various difficulties. **Prerequisite:** MATH 151 or 155 or 213 or 314. **Three hours per week. Meets General Education IIIB or IIIC.**

314. INTERMEDIATE APPLIED STATISTICS
3 hours credit

Optimal allocation of sampling units to treatments in order to provide the highest accuracy and lowest cost. Designs compared and contrasted for advantages and disadvantages. Introduces standard computer packages (SPSS, BMD, Minitab, etc.). **Prerequisite:** MATH 151 or 155 or 213. **Three hours per week. Meets General Education IIIB or IIIC.**

362. MATHEMATICAL FOUNDATIONS OF COMPUTER SCIENCE

3 hours credit

Applications of discrete mathematics to computer science and introduction to the theory of computation. Topics include automata and formal languages, computability by Turing machines and recursive functions, undecidability and computational complexity. Cross-listed as COSC 362. **Prerequisites:** COSC 120, MATH 210. **Three hours per week.**

380. INTERNSHIP

3 hours credit

Students work under supervisors in a local firm or public institution in conjunction with an advisor from the math department. Cross-listed with COSC 380. MATH/COSC 380 may be taken twice for a maximum of six credits, but used only once toward a major in mathematics or computer science. **Prerequisite:** Approval of department chair. **Eight to 10 hours per week.** *(P/F)*

385. DIRECTED STUDY

1-4 hours credit

For students who desire to pursue a special topic in mathematics not covered in the current curriculum. Under most circumstances students will take this course for three credit hours. This course may be repeated under different subtitles, but only a total of four credit hours from MATH 385 and/or COSC 385 may be used toward a major or minor. **Prerequisite:** Permission of the instructor and the chair of the Department of Mathematics and Computer Science. **One to four hours per week.**

390. UNDERGRADUATE RESEARCH PROJECT

1-3 hours credit

Offers study of some area of the mathematical sciences in more depth than is possible in the usual classroom setting. Students work on a project under the direction of faculty members. **Prerequisite:** Department chair and research committee approval. *(P/F)*

402. THEORY OF NUMBERS

3 hours credit

Basic concepts: integers, prime numbers, divisibility, congruencies and residues. **Prerequisite:** MATH 210 or 306 (both recommended). **Three hours per week. Meets General Education IIIB or IIIC.**

406. GEOMETRIC STRUCTURES

3 hours credit

Axiomatic development of incidence, ordered incidence, affine and absolute geometries; investigation of Euclidean and non-Euclidean geometries. **Prerequisite:** MATH 210. **Three hours per week. Meets General Education IIIB or IIIC.**

413. MATHEMATICAL STATISTICS I

3 hours credit

Axioms and algebra of probability, discrete and continuous random variables, multivariate distributions, limit theorems. **Prerequisites:** MATH 213, 310. **Three hours per week.**

414. MATHEMATICAL STATISTICS II

3 hours credit

Methods of estimating, properties of estimator, hypothesis testing, linear models, least squares, analysis of variance, enumerative data, nonparametric statistics. **Prerequisite:** MATH 413. **Three hours per week.**

430. MATHEMATICAL CONNECTIONS FOR SECONDARY SCHOOL TEACHERS

4 hours credit

Connection of the undergraduate mathematical curriculum to the secondary mathematics curriculum by examining high school curriculum topics from an advanced and historical perspective. Considers contributions from diverse cultures as students examine the historical development of numbers and number systems, algebra, Euclidean and non-Euclidean geometries, calculus, discrete mathematics, statistics, probability, and measurements. **Prerequisite:** SCED 373 and MATH 441 or MATH 451. **Four hours per week.**

441. ABSTRACT ALGEBRA I

3 hours credit

Introduction to the theory of groups, rings, integral domains and fields, including basic properties of polynomials. **Prerequisite:** MATH 210 or 306 (both recommended). **Three hours per week. Meets General Education IIIB or IIIC.**

442. ABSTRACT ALGEBRA II

3 hours credit

Modern abstract algebra including such topics as rings, polynomials and fields. Other topics may include algebraic coding, Boolean algebras, symmetry and mathematical crystallography, applications of finite fields to computer science. **Prerequisite:** MATH 441. **Three hours per week.**

451. ANALYSIS I

3 hours credit

Modern abstract analysis including topology of the real number system, sequences, continuity and differentiability. **Prerequisites:** MATH 202, 210. **Three hours per week.**

452. ANALYSIS II

3 hours credit

Modern abstract analysis including such topics as convergence of infinite series, sequences of functions, metric spaces, integration, topology of the real number system and continuity. **Prerequisite:** MATH 451. **Three hours per week.**

458. COMPLEX ANALYSIS

3 hours credit

Introduction to complex variables accessible to juniors and seniors in mathematics and the physical sciences. Topics will include the algebra of the complex number system, analytic functions, contour integrals, elementary functions, sequences, series and residues. More advanced topics may include conformal mapping, the Schwarz-Christoffel transformation, integral formulas of the Poisson type and Riemann surfaces. **Prerequisites:** MATH 310 and either MATH 210 or PHYS 309. **Three hours per week.**

460. OPERATIONS RESEARCH

3 hours credit

Introduction to the fundamental problems of operations research. Topics include mathematical programming, network analysis, simulation, probabilistic decision models, queuing and inventory models. **Prerequisite or Corequisite:** MATH 306. **Three hours per week.**

465. MATHEMATICAL MODELS AND APPLICATIONS

3 hours credit

Mathematical basis for model building; examples of simple models for uncomplicated systems in biology, psychology, business and other fields; finite Markov process; models for growth process. **Prerequisite or Corequisite:** MATH 306. **Three hours per week.**

471. NUMERICAL METHODS

3 hours credit

Interpolation, functional approximation, numerical differentiation and integration, nonlinear equations, systems of linear equations, analysis of error. **Prerequisites:** COSC 117 or 118 or 120 and one of the following: MATH 306 or MATH 310 or MATH/PHYS 309 **Three hours per week.**

475. INTRODUCTION TO DYNAMICS AND CHAOS

3 hours credit

Topics include orbits, bifurcations, Cantor sets and horseshoes, symbolic dynamics, fractal dimensions, notions of stability, flows and chaos. Includes motivation and historical perspectives, as well as examples of fundamental maps studied in dynamics and applications of dynamics. **Prerequisites:** MATH 202, 210. **Three hours per week.**

480. HISTORY OF MATHEMATICS

3 hours credit

Study of the chronological development of mathematics with emphasis on both the mathematical concepts and the principal contributors to the development of those concepts. **Prerequisite:** MATH 202 or 210 (both recommended). **Three hours per week.**

482. COMPUTER GRAPHICS

3 hours credit

Generate and manipulate graphic information using the computer. Emphasis on the analysis of fundamental problems associated with these activities and on the structured design of solutions. Cross-listed with COSC 482. May not be taken for credit if student has credit for COSC 482. **Prerequisites:** COSC 120 and MATH 306. **Three hours per week.**

490. SPECIAL TOPICS

3 hours credit

Enables study in specialized areas such as complex variables, logic, non-Euclidean geometry or other topics suggested by faculty or students. May be taken twice under different titles. **Prerequisites:** (For most topics) MATH 306, 310. **Three hours per week.**

493. ADVANCED TOPICS IN STATISTICS

3 hours credit

Study in specialized areas of statistics such as time series, stochastic processes, quality control designs and analyses or other topics suggested by faculty or students. May be repeated once under different subtitles. **Prerequisites:** MATH 213 and permission of instructor. **Three hours per week.**

495. DIRECTED CONSULTING

4 hours credit

Provides teams of 3-12 students with experience in using mathematical and computing tools to solve real-world problems posed by a client organization, such as a research institute, business or industry. Combines individual and group work and requires presentation of a written and oral report to the client organization and the department. Cross-listed with COSC 495. MATH/COSC 495 may be taken twice for a maximum of eight credit hours, but used only once toward a major in mathematics or computer science. **Prerequisite:** Invitation by the department chair. **Four hours per week.** *(P/F)*

500. FOUNDATIONS OF NUMBER THEORY

3 hours credit

Designed for mathematics teachers, with emphasis on the development of the real number system in elementary number theory. Graduate credit only. **Prerequisite:** One course in college mathematics or permission of instructor. **Three hours per week.**

501. NUMBER THEORY FROM A MULTICULTURAL AND HISTORICAL PERSPECTIVE

3 hours credit

Designed for middle-school teachers of mathematics, with emphasis on number systems, historical contexts, multi-cultural contributions to mathematics and middle-school curriculum. Graduate credit only. **Prerequisite:** Admission to graduate study. **Three hours per week.**

502. APPLIED STATISTICS

3 hours credit

The use of linear models in the analysis of data, starting with simple models and going to more complex models. Special attention given to the use and abuse of these models by researchers. Graduate credit only. **Prerequisite:** MATH 151 or 155 or 213. **Three hours per week.**

503. DATA ANALYSIS

3 hours credit

Designed for middle-school teachers of mathematics, with emphasis on the proper collection and analysis of data to draw meaningful conclusions. Descriptive statistics and statistical inference are both included. Explorations will be accomplished using computer software. Graduate credit only. **Prerequisite:** Admission to graduate study. **Three hours per week.**

506. SELECTED TOPICS

3 hours credit

Designed for students with a major in mathematics to develop topics in mathematics not included in their undergraduate program, or to extend areas previously studied. Specific topic may be indicated on transcript. May be taken twice under different course subtitles. Graduate credit only. **Prerequisite:** Department chair approval.

507. SEMINAR: ALGEBRA

3 hours credit

A seminar dealing with selected topics from linear and abstract algebra. A seminar paper is required. Graduate credit only. **Prerequisite:** Department chair approval.

508. SEMINAR: GEOMETRY

3 hours credit

A seminar dealing with selected topics from geometry. Topics which support course material in the secondary school curriculum will be included. A seminar paper is required. Graduate credit only. **Prerequisite:** Admission to graduate study. **Three hours per week.**

510. MATHEMATICAL REASONING

3 hours credit

Designed for middle-school mathematics teachers and others who want to enhance their capabilities in mathematical reasoning. Selected topics from discrete mathematics, including sets, logic and proof, relations, graphs, recursion and combinatorics, with a special focus on constructing and presenting well-organized arguments and justifications of mathematical statements. Graduate credit only. **Prerequisite:** Admission to graduate study (student does not have to be admitted to graduate program). **Three hours per week.**

512. THEORY OF NUMBERS

3 hours credit

Basic concepts: integers, prime numbers, divisibility, congruencies and residues. Credit may not be received for more than one: MATH 402, MATH 512. **Prerequisites:** MATH 210 or 306 (both recommended), graduate standing required. **Three hours per week.**

513. MATHEMATICAL STATISTICS I

3 hours credit

Axioms and algebra of probability, discrete and continuous random variables, multivariate distributions, limit theorems. Credit may not be received for more than one: MATH 413, 513. **Prerequisites:** MATH 213, MATH 310, graduate standing required. **Three hours per week.**

514. MATHEMATICAL STATISTICS II

3 hours credit

Methods of estimating, properties of estimator, hypothesis testing, linear models, least squares, analysis of variance, enumerative data, nonparametric statistics. Credit may not be received for more than one: MATH 414, MATH 514. **Prerequisites:** MATH 413 or 513, graduate standing required. **Three hours per week.**

515. MATHEMATICAL MODELS AND APPLICATIONS

3 hours credit

Mathematical basis for model building; examples of simple models for uncomplicated systems in biology, psychology, business and other fields; finite Markov process; models for growth process. Credit may not be received for more than one: MATH 465, MATH 515. **Prerequisites or Corequisites:** MATH 306, graduate standing required. **Three hours per week.**

516. GEOMETRIC STRUCTURES

3 hours credit

Axiomatic development of incidence, ordered incidence, affine and absolute geometries; investigation of Euclidean and non-Euclidean geometries. Credit may not be received for more than one: MATH 406, MATH 516. **Prerequisites:** MATH 210, graduate standing required. **Three hours per week.**

520. MIDDLE-SCHOOL MATHEMATICS IN A TEACHING CONTEXT WITH INSTRUCTIONAL TECHNOLOGY

3 hours credit

Designed for middle-school teachers of mathematics, with emphasis on experimentation with instructional technology and the creation of middle-school curriculum that incorporates mathematical understandings developed in other graduate courses. **Prerequisite:** Admission to graduate study (student does not need to be admitted to a graduate program) **Three hours per week.**

530. DIRECTED RESEARCH

3 hours credit

Preparation of optional research project in a master's program under departmental supervision. Graduate credit only.

531. MATHEMATICAL CONNECTIONS FOR SECONDARY SCHOOL TEACHERS

4 hours credit

Connects the undergraduate mathematical curriculum to the secondary mathematics curriculum by examining high school curriculum topics from an advanced and historical perspective with the goal of deepening understanding of mathematics required for teaching in secondary schools. Considers contributions from diverse cultures in the examination of historical development of numbers and number systems, algebra, Euclidean and non-Euclidean geometries, calculus, discrete mathematics, statistics, probability, and measurements. **Prerequisite:** Mathematics teaching experience. **Four hours per week.**

541. CONCEPTUAL ALGEBRA FOR TEACHERS

3 hours credit per week

Designed for middle-school mathematics teachers or those who wish to teach middle-school mathematics. Emphasis on conceptual aspects of algebra and the meanings that underlie it. Graduate credit only. **Prerequisite:** Admission to graduate study. **Three hours per week.**

551. ANALYSIS I

3 hours credit

Modern abstract analysis including topology of the real number system, sequences, continuity and differentiability. **Prerequisites:** MATH 202, 210, graduate standing required. Credit may not be received for more than one: MATH 451, MATH 551. **Three hours per week.**

552. ANALYSIS II

3 hours credit

Modern abstract analysis including such topics as convergence of infinite series, sequences of functions, metric spaces, integration, topology of the real number system and continuity. Credit may not be received for more than one: MATH 452, MATH 552. **Prerequisites:** MATH 451 or 551, graduate standing required. **Three hours per week.**

555. CARTESIAN TRIAD

3 hours credit

Designed for middle-school teachers of mathematics, with emphasis on the coordinate geometry of the Euclidean plane. Topics include functions, equations and inequalities, limit concepts and matrices. Hands-on exploration with computer software is included in the course. Graduate credit only. **Prerequisite:** Admission to graduate study. **Three hours per week.**

558. COMPLEX ANALYSIS

3 hours credit

Introduction to complex variables accessible to juniors and seniors in mathematics and the physical sciences. Topics will include the algebra of the complex number system, analytic functions, contour integrals, elementary functions, sequences, series and residues. More advanced topics may include conformal mapping, the Schwarz-Christoffel transformation, integral formulas of the Poisson type and Riemann surfaces. **Prerequisites:** MATH 310 and MATH 210 or PHYS 309. **Three hours per week.**

560. OPERATIONS RESEARCH

3 hours credit

Introduction to the fundamental problems of operations research. Topics include mathematical programming, network analysis, simulation, probabilistic decision models, queuing and inventory models. Credit may not be received for more than one: MATH 460, MATH 560. **Prerequisite or Corequisites:** MATH 306, graduate standing required. **Three hours per week.**

561. ABSTRACT ALGEBRA I

3 hours credit

Introduction to the theory of groups, rings, integral domains and fields, including basic properties of polynomials. Credit may not be received for more than one: MATH 441, MATH 561. **Prerequisites:** MATH 210 or 306 (both recommended), graduate standing required. **Three hours per week.**

562. ABSTRACT ALGEBRA II

3 hours credit

Modern abstract algebra including such topics as rings, polynomials and fields. Other topics may include algebraic coding, Boolean algebras, symmetry and mathematical crystallography, applications of finite fields to computer science. Credit may not be received for more than one: MATH 442, MATH 562. **Prerequisites:** MATH 441 or 561, graduate standing required. **Three hours per week.**

565. MATHEMATICAL MODELING FOR MIDDLE-SCHOOL TEACHERS

3 hours credit

Designed for middle-school teachers of mathematics, with emphasis on expressing mathematical relationships found in the real world. The models studied will vary. Examples of technology to support the course include spreadsheets, simulation packages, graphing calculators and electronic devices to gather for laboratory exercises. Graduate credit only. **Prerequisite:** Admission to graduate study. **Three hours per week.**

566. GEOMETRY: FROM EUCLID TO MODERN DAY

3 hours credit

Designed for middle-school teachers of mathematics. Topics include axiomatic formulations, Euclidean and non-Euclidean geometry, spirals, symmetry, coordinate geometry, graphs, networks, fractals and geometry in art. Graduate credit only. **Prerequisite:** Admission to graduate study. **Three hours per week.**

571. NUMERICAL METHODS

3 hours credit

Interpolation, functional approximation, numerical differentiation and integration, nonlinear equations, systems of linear equations, analysis of error. Credit may not be received for more than one: MATH 471, MATH 571. **Prerequisites:** COSC 117 or 118 or 120 and one of the following: MATH 306 or MATH 310 or MATH/PHYS 309, graduate standing required. **Three hours per week.**

575. INTRODUCTION TO DYNAMICS AND CHAOS

3 hours credit

Introduction to mathematical dynamics and chaos. Topics include orbits, bifurcations, Cantor sets and horseshoes, symbolic dynamics, fractal dimension, notions of stability, flows and chaos. Includes motivation and historical perspectives, as well as examples of fundamental maps studied in dynamics and applications of dynamics. Credit may not be received for more than one: MATH 475, MATH 575. **Prerequisites:** MATH 202 or 210, graduate standing required. **Three hours per week.**

580. HISTORY OF MATHEMATICS

3 hours credit

Study of the chronological development of mathematics with emphasis on both the mathematical concepts and the principal contributors to the development of those concepts. Credit may not be received for more than one: MATH 480, MATH 580. **Prerequisites:** MATH 202 or 210 (both recommended), graduate standing required. **Three hours per week.**

582. COMPUTER GRAPHICS

3 hours credit

Generate and manipulate graphic information using the computer. Emphasis on the analysis of fundamental problems associated with these activities and on the structured design of solutions. Cross-listed with COSC 482/582. Credit may not be received for more than one: COSC 482, COSC 582, MATH 482, MATH 582. **Prerequisites:** COSC 120, MATH 306, graduate standing required. **Three hours per week.**

590. SPECIAL PROBLEMS IN MATHEMATICS

3 hours credit

Individually designed programs including summer workshops and special seminars. Specific topic indicated on transcript. May be taken twice under different course subtitles. Graduate credit only. **Prerequisite:** Permission of instructor.

593. ADVANCED TOPICS IN STATISTICS

3 hours credit

Study in specialized areas of statistics such as time series, stochastic processes, quality control designs and analyses or other topics suggested by faculty or students. May be repeated once under different subtitles. **Prerequisites:** MATH 213, permission of instructor, graduate standing required. **Three hours per week.**

CLINICAL LABORATORY SCIENCE/MEDICAL TECHNOLOGY (MDTC)

101. SAFETY IN THE BIOLOGICAL, CHEMICAL AND CLINICAL LABORATORY

1 hour credit

Review of laboratory safety. Summary of government laws and regulatory bodies and their effect on lab policy. Illustrations of proper procedures for laboratory hazards. Topics include chemicals, infectious microbes, animals, fire, electrical equipment, radiation, glassware and compressed gases. Training in the use of safety equipment, protective clothing and general first aid. Student may not earn credit for both MDTC 101 and BIOL 115. **One hour per week.**

201. MEDICAL PHYSIOLOGY

4 hours credit

Presentation of human physiology at the cell and organ levels to include the nervous, skeletomuscular, cardiovascular, excretory, digestive, respiratory and endocrine systems. Emphasis on normal function and medical relevance. Students may not earn credit for BIOL 214 and MDTC 201. This course will not count for credit in the biology major. **Prerequisite:** BIOL 101 or 210 or permission of instructor. **Three hours lecture, two hours laboratory per week.**

300. PRINCIPLES OF CLINICAL LABORATORY SCIENCE

4 hours credit

Introduction to clinical laboratory science including use of laboratory equipment, safety, ethics, diagnostic and prognostic use of testing, specimen collection and handling, statistics, quality assurance and quality control, microscopy, particle counting techniques, components of blood, WBC differentiation, spectrophotometry, methods comparison, lab math, lab computerization, and professional communication methods. **Prerequisites:** CHEM 122 and BIOL 101 or 210; or permission of instructor. **Three hours lecture, two hours laboratory per week.**

301. HEMATOLOGY I

4 hours credit

Hematopoiesis, red blood cell production and destruction, non-neoplastic leukocyte disorders and lupus erythematosus; blood cell metabolism and hemoglobin synthesis. Laboratory focuses on normal/abnormal patient differentiation using CBC, microscopic analysis and clinical correlations. **Prerequisite:** MDTC 300 or permission of instructor. **Three hours lecture, three hours laboratory per week.**

311. CLINICAL MICROBIOLOGY I

4 hours credit

Study of bacteria causing disease in humans, with emphasis on methods used for isolation and identification of clinically significant organisms. Review of classification, physiology, biochemistry of, and host response to, infectious organisms. **Prerequisites:** BIOL 211, MDTC 300, 331. **Three hours lecture, three hours laboratory per week.**

331. DIAGNOSTIC IMMUNOLOGY

4 hours credit

Basic biology and pathological disorders of the human system are reviewed. Presentation and performance of medical laboratory and techniques for clinical diagnosis utilizing immunochemical, molecular and automated techniques. **Prerequisites:** CHEM 122 and BIOL 101 or 210 or 215 or 216; or permission of instructor. **Three hours lecture and three hours laboratory per week.**

341. CLINICAL BIOCHEMISTRY I

5 hours credit

Clinical analyses assayed on a routine basis in the clinical chemistry laboratory. Normal physiology and change of analyze in disease are presented related to carbohydrate, protein and mineral metabolism, liver, cardiac and pancreatic function, enzymology, electrolyte and acid-base balance; blood gases; body fluid analysis; and evaluation of kidney function via chemical and microscopic methods. **Prerequisites:** MDTC 201, 300, BIOL 101 or 210 or permission of instructor. **Four hours lecture, three hours laboratory per week.**

401. HEMATOLOGY II

3 hours credit

Lymphomas, leukemias, myeloproliferative and myelo-dysplastic syndromes, plasma cell dyscrasias, special hematology procedures and hemostasis. Topics include cytochemical staining, coagulation assays, bleeding disorders and quality control. **Prerequisite:** MDTC 301 or permission of instructor. **Two hours lecture, three hours laboratory per week.**

402. HEMATOLOGY III

3 hours credit

Advanced instruction and laboratory experience in hematology and coagulation. Lecture and laboratory conducted in a clinical laboratory under the supervision of registered laboratory scientists. Students apply knowledge of prerequisite coursework to the daily operation of the hematology laboratory. **Prerequisite:** MDTC 401 or permission of instructor. **Five hours lecture, 35 hours laboratory per week.**

403. URINE AND BODY FLUID ANALYSIS
1 hour credit
Advanced study of the physical, chemical and microscopic analysis of urine and body fluids under the supervision of registered laboratory scientists in a clinical setting. Students apply knowledge of prerequisite coursework to daily operation to include instrumentation, quality assurance and significance of normal and abnormal results. **Prerequisite:** MDTC 341 or permission of instructor. **Five hours lecture, 35 hours laboratory per week.**

411. CLINICAL MICROBIOLOGY II
4 hours credit
Study of human bacterial, viral, fungal and parasitic pathogens. Emphasis on body sites where these pathogens cause disease, antibiotic susceptibility testing, and on microscopic, biochemical, automated and molecular methods utilized to identify them. **Prerequisite:** MDTC 311 or permission of instructor. **Three hours lecture, three hours laboratory per week.**

412. CLINICAL MICROBIOLOGY III
3 hours credit
Advanced study of clinical microbiology conducted in a clinical setting under the supervision of registered laboratory scientists. Students apply knowledge of prerequisite courses to the operation of automated equipment, processing and interpretation of routine, fungal and mycobacterial cultures, antimicrobial susceptibility testing, virology, parasitology specimens and quality control. **Prerequisite:** MDTC 411 or permission of instructor. **Five hours lecture, 35 hours laboratory per week.**

413. CLINICAL IMMUNOLOGY
1 hour credit
Advanced study of diagnostic immunology in a clinical setting under the supervision of registered laboratory scientists. Students apply knowledge of prerequisite coursework to problems of instrumentation, quality assurance and significance of normal and abnormal results. **Prerequisites:** MDTC 331, 411 or permission of instructor. **Five hours lecture, 35 hours laboratory per week.**

431. INTRODUCTION TO TRANSFUSION SERVICES
3 hours credit
Lecture and laboratory related to the study of blood group antigens, antibodies and transfusion therapy. Topics include antigen typing, atypical antibody identification, donor screening and phlebotomy, component preparation and therapy, cell metabolism and preservation, HLA typing and paternity testing, quality control, hazards of transfusion and medicolegal issues. **Prerequisites:** MDTC 301, 331 or permission of instructor. **Two hours lecture, three hours laboratory per week.**

432. CLINICAL PRACTICE IN TRANSFUSION SERVICES
3 hours credit
Advanced instruction and laboratory experience in immunohematology. Lecture and laboratory conducted in a transfusion service under the supervision of registered laboratory scientists. Students apply knowledge of prerequisite coursework to the daily operation of a transfusion service laboratory including component therapy, cellular antigen and antibody identification and compatibility testing, transfusion risks, and quality control. **Prerequisite:** MDTC 431 or permission of instructor. **Five hours lecture, 35 hours laboratory per week.**

441. CLINICAL BIOCHEMISTRY II
4 hours credit
Advanced clinical chemistry topics including immunochemistry, radioactivity, chromatography, toxicology, therapeutic drug monitoring, quality control and method evaluation. Emphasis related to human endocrinology, gastric and muscle function, genetic defects, vitamin and lipid metabolism. **Prerequisite:** MDTC 341 or permission of instructor. **Three hours lecture, three hours laboratory per week.**

442. AUTOMATED CLINICAL CHEMISTRY
2 hours credit
Advanced study of clinical chemistry, respiratory therapy and computer operations in a clinical setting under the supervision of registered laboratory scientists. Students apply knowledge from prerequisite courses to the operation of automated and manual equipment, troubleshooting, assessment of normal and abnormal values as related to routine analyze pathology, assurance of accuracy and precision of laboratory data. **Prerequisites:** MDTC 341, 441 or permission of instructor. **Five hours lecture, 35 hours laboratory per week.**

443. SPECIAL CLINICAL CHEMISTRY
3 hours credit
Advanced instruction and laboratory experience in specialized clinical chemistry. Lecture and laboratory conducted in a clinical laboratory under the supervision of registered laboratory scientists. Students apply knowledge of prerequisite coursework to the daily operation of the clinical laboratory to include operation of automated and manual equipment, troubleshooting, assessment of normal and abnormal laboratory data as related to pathology for analytes measured on a nonroutine basis. Study of specialized procedures involving endocrinology and therapeutic drug monitoring. **Prerequisites:** MDTC 341, 441 or permission of instructor. **Five hours lecture, 35 hours laboratory per week.**

461. ORGANIZATION AND MANAGEMENT OF THE LABORATORY
2 hours credit
Lecture and practical applications of theories of management and administration to the organization of the clinical laboratory. A unit on education including educational theory, adult education and continuing education. Students prepare written reports on projects concerning these topics throughout the course. Topics include medicolegal issues, impacts of federal regulations on health care, and budget and finance. **Prerequisite:** Senior standing in major or permission of instructor. **Two hours per week.**

470. RESEARCH METHODS IN CLINICAL LABORATORY SCIENCE
1 hour credit
An introduction to methods in research design/practice with emphasis on evaluation of published laboratory science research literature for the purpose of research design, publication and presentation. Should be taken the fall semester prior to MDTC 471. **Prerequisites:** Senior standing in major, permission of instructor. **One hour per week.**

471. CLINICAL SEMINAR
1 hour credit
Case studies and examples of "classes" of disease that exemplify the "total" laboratory picture for the student. Physician lectures as well as interdisciplinary and clinical conferences. **Prerequisite:** Senior standing in major. **One hour per week.**

490. INDEPENDENT STUDY
1-3 hours credit
Intensive study in a specific area of medical laboratory technology negotiated between student and faculty member. May be taken twice under different course subtitles. **Prerequisite:** Permission of instructor. **Lecture, laboratory hours per week depend on topic.**

MODERN FOREIGN LANGUAGES (MDFL)

101. ELEMENTARY LANGUAGE STUDY I
3 hours credit
Exploration and study of languages not normally in the fixed curriculum. May be repeated once under a different subtitle. **Three hours per week. Meets General Education IB.**

102. ELEMENTARY LANGUAGE STUDY II
3 hours credit
Second semester opportunity for exploration and study of languages not normally offered in the fixed curriculum. May be repeated once under a different subtitle. **Three hours per week. Meets General Education IB.**

111. ELEMENTARY SIGN LANGUAGE I
3 hours credit
Beginning study of American Sign Language including the culture of deaf people. **Three hours per week. Meets General Education IB.**

112. ELEMENTARY SIGN LANGUAGE II
3 hours credit
Continuation of skill development and vocabulary and sign acquisition of American Sign Language including the culture of deaf people. **Prerequisite:** MDFL 111 or one year of high school sign language or equivalent experience. **Three hours per week. Meets General Education IB.**

241. THE FRENCH PEOPLE
3 hours credit
Study of contemporary French culture. The uniqueness of French mentality is studied through the language, the traditions and customs of the people. Taught in English. **Three hours per week. Meets General Education IB.**

245. THE GERMAN PEOPLE
3 hours credit
Cross-cultural approach to the study of the German culture through the language, traditions and the lifestyle of the people. Taught in English. **Three hours per week. Meets General Education IB.**

246. THE RUSSIAN PEOPLE
3 hours credit
Focus on the people of Russia. Major topics include culture, politics, nationalism, health care, education, religion, ethnic conflict. Provides students with a well rounded view of Russian society as it exists today. Taught in English. **Three hours per week. Meets General Education IB.**

248. STUDIES IN CONTEMPORARY CULTURES
3 hours credit
Exploration and study of the ways of life and contemporary culture of peoples of the industrialized world not normally studied as a part of the fixed curriculum. May be repeated once under a different subtitle. Taught in English. **Three hours per week. Meets General Education IB.**

300. STUDIES IN FRENCH LITERATURE IN TRANSLATION
3 hours credit
Study of an author, period, movement, genre or theme. Topic varies semester to semester. Taught in English. May be repeated once with new content and different subtitle. **Prerequisite:** ENGL 102 or permission of department chair. **Three hours per week. Meets General Education IA.**

399. INTERNATIONAL FIELD STUDY
1-6 hours credit
On-site study of the geography, history and culture of selected foreign countries. Work in field preceded by pre-tour lectures.
May be repeated with new content and different subtitle.

MUSIC (MUSA, MUSC)

MUSA

100. UNIVERSITY CHORALE
1 hour credit
Non-auditioned ensemble of mixed SATB voices which performs a variety of choral literature from all music periods and styles. Membership open to all students. Some singing ability and understanding of musical notation expected. Fulfills large ensemble requirement for majors. **Three hours per week.**

101. UNIVERSITY BAND
1 hour credit
Non-auditioned ensemble open to all University wind and percussion students who wish to continue their performance experience at the university level. Performances include select athletic events, on-campus functions and special activities. **Two hours per week.**

102. JAZZ ENSEMBLE AND IMPROVISATION
1 hour credit
Study and performance of a variety of jazz styles, including swing, bebop, cool, hard bop, contemporary, blues, fusion and Latin. Study and application of improvisation skills as an integral part of the ensemble experience. Open to all students and community players. Fulfills large ensemble requirement for music major and minor. **Prerequisite:** Performance background, sight-reading skills preferred. **Three hours per week.**

103. CHAMBER MUSIC ENSEMBLES
1 hour credit
Study, rehearsal and performance of selected works for small ensembles, both vocal and instrumental (designated by the department for any given semester). Advanced students with prior performing experience and full-time undergraduate students only. **Prerequisites:** Audition, approval of the instructor/department in writing. **Two hours per week.**

104. MUSICAL THEATRE WORKSHOP
1 hour credit
Research, study, rehearse and perform songs and scenes from American musical theatre. Study of vocal and audition techniques, staging, blocking, "characterizing" a song, musical theatre styles and performance etiquette. Open to all students. Fulfills large ensemble requirement for music major and ensemble requirement for music minor. **Prerequisite:** Audition. **Three hours per week.**

105. SYMPHONY ORCHESTRA
1 hour credit
Study and performance of standard orchestral literature and contemporary compositions. Players from all majors may participate. The orchestra is a full-size symphonic ensemble comprised of students, faculty, professionals and community players. Fulfills large ensemble requirement for majors. **Prerequisite:** Audition. **Three hours per week.**

106. CHAMBER CHOIR
1 hour credit
Selected choral ensemble whose members assume individual responsibility for professionalism, commitment, awareness of musical objectives and excellence in performance. Attendance at all rehearsals mandatory; outside preparation required to equalize differing levels of ability. Open to all stu-

dents by audition only. Fulfills small ensemble requirement for majors. **Three hours per week.**

107. CONCERT BAND
1 hour credit
Select ensemble of wind and percussion instrumentalists. Performance of "chamber" and "large" ensemble repertoire spanning all musical epochs. Open to all majors. Fulfills large ensemble requirement for majors. Attendance at all rehearsals and performances is mandatory. **Three hours per week.**

108. CLASS VOICE I
1 hour credit
Introduction to vocal techniques through voice placement, breathing, tone production and diction. Recommended for the general student as well as students interested in musical theatre and communication arts. Includes introduction to art song literature and musical theatre repertoire. **Two hours per week.**

131. ACCOMPANYING
1 hour credit
Designed for ensemble work in instrumental and vocal studies. Two semesters required for majors with keyboard emphasis. **Prerequisite:** Permission of instructor. **Two hours per week.**

138. APPLIED MUSIC I
1-2 hours credit
Study of fundamental skills appropriate to the instrument or voice with survey of basic literature. **Prerequisites:** Entrance audition, permission of department chair. **Corequisite:** MUSA 391. **One half-hour meeting per week per credit.**

139. APPLIED MUSIC II
1-2 hours credit
Continues MUSA 138 with study of fundamental voice or instrument skills and survey of relevant literature. **Prerequisite:** Successful panel evaluation at the conclusion of MUSC 138. **Corequisite:** MUSA 391. **One half-hour meeting per week per credit.**

205, 206. CLASS PIANO I AND II
1 hour credit each
Group piano instruction with individual help. To develop fundamental piano skills for students with little or no piano experience. Basic skills included are reading, harmonization, transposition, improvisation and compositional techniques. Each course may be repeated once for credit. **Prerequisite:** MUSC 201 or equivalent; Piano I a prerequisite to Piano II. **Two hours per week.**

209, 210. CLASSICAL GUITAR I AND II
2 hours credit each
Fundamentals of six-string guitar techniques, chords and basic classical guitar using musical notation, accompaniment styles, melodies and appropriate literature. Each may be repeated once for credit. **Prerequisite:** None for Guitar I. Guitar I is a prerequisite to Guitar II. **Two hours per week.**

213. SINGER'S DICTION I
1 hour credit
Introduction to the international phonetic alphabet (IPA) and the application of English and Italian diction to contemporary English and 18th century Italian art song literature. Required for all voice majors. **Corequisite:** Applied voice study. **Two hours per week.**

214. SINGER'S DICTION II
1 hour credit
Continued study of diction through application of the international phonetic alphabet (IPA) and German and French diction to German "Lieder" and French "Melodies." Required for all voice majors. **Prerequisite:** MUSA 213. **Corequisite:** Applied voice study. **Two hours per week.**

238. APPLIED MUSIC III
1-2 hours credit
Continues MUSA 139 with study of fundamental voice or instrument skills and survey of relevant literature. **Prerequisite:** Successful panel evaluation at the conclusion of MUSA 139. **Corequisite:** MUSA 391. **One half-hour meeting per week per credit.**

239. APPLIED MUSIC IV
1-2 hours credit
Continues MUSA 238 with study of fundamental voice or instrument skills and survey of relevant literature. **Prerequisite:** Successful panel evaluation at the conclusion of MUSA 238. **Corequisite:** MUSA 391. **One half-hour meeting per week per credit.**

338. APPLIED MUSIC V
1-2 hours credit
Continues MUSA 239 with study of fundamental voice or instrumental skills and survey of relevant literature. **Prerequisite:** Successful panel evaluation at the conclusion of MUSA 239. **Corequisite:** MUSA 391. **One half-hour meeting per week per credit.**

339. APPLIED MUSIC VI
1-2 hours credit
Continuation of MUSA 338. **Prerequisites:** Successful panel evaluation at the conclusion of MUSA 338, permission to prepare for a public recital. **Corequisite:** MUSA 391. **One half-hour meeting per week per credit.**

390. APPLIED STUDY
1-2 hours credit
Individual studio lessons in an instrument or voice as a minor specialty. Open to majors and non-majors. Repeatable under all sections. **Prerequisite:** Permission of instructor. **One-half our meeting per week per credit.**

391. PERFORMANCE CLASS
0 credit
Designed as a repertory and performance preparation class for all music majors. All majors are required to take this class while studying their major applied area in the following courses: MUSA 138, 139, 238, 239, 338, 339, 438, 439 or 390. **One hour per week.**

438. APPLIED MUSIC VII
2 hours credit
Continues MUSA 339 with study of fundamental voice or instrument skills and survey of relevant literature. **Prerequisite:** Successful panel evaluation at the conclusion of MUSA 339. **Corequisite:** MUSA 391. **One half-hour meeting per week per credit.**

439. APPLIED MUSIC VIII
2 hours credit
Continuation of MUSA 438 with a concentration on selected literature appropriate for a public recital. Must be approved by chair. **Prerequisite:** Successful panel evaluation at the conclusion of MUSA 339. **Corequisite:** MUSA 391. **One half-hour meeting per week per credit.**

501. SYMPHONY ORCHESTRA
1 hour credit
Research and performance of major works in orchestral literature. **Prerequisite:** Audition. **Four hours rehearsal per week.**

502. SYMPHONY ORCHESTRA
1 hour credit
Continued research and performance of major works in the field of orchestral literature. **Prerequisite:** Audition. **Four hours rehearsal per week.**

503. SYMPHONY ORCHESTRA
1 hour credit
Research and performance of major works in the field of orchestral literature using advanced conducting techniques. **Prerequisite:** Audition. **Four hours studio per week.**

507. CHAMBER CHOIR
1 hour credit
Research and performance of major works in choral literature. **Prerequisite:** Audition. **Four hours rehearsal per week.**

508. CHAMBER CHOIR
1 hour credit
Continued research and performance of major works in the field of choral literature. **Prerequisite:** Audition. **Four hours rehearsal per week.**

509. CHAMBER CHOIR
1 hour credit
Research and performance of major works in the field of choral literature using advanced conducting techniques. **Prerequisite:** Audition. **Four hours rehearsal per week.**

516. WIND ENSEMBLE
1 hour credit
Research and performance of major works in wind ensemble literature. **Prerequisite:** Audition. **Four hours rehearsal per week.**

517. WIND ENSEMBLE
1 hour credit
Continued research and performance of major works in the field of wind ensemble literature. **Prerequisite:** Audition. **Four hours rehearsal per week.**

518. WIND ENSEMBLE
1 hour credit
Research and performance of major works in the field of wind ensemble literature using advanced conducting techniques. **Prerequisite:** Audition. **Four hours rehearsal per week.**

538. APPLIED MUSIC IX
1-2 hours credit
Individual studio instruction providing a graduate extension of an undergraduate major performing area. **Prerequisite:** Audition.

539. APPLIED MUSIC X
1-2 hours credit
Continued individual studio instruction at graduate level in a major performing area. **Prerequisites:** Audition, MUSA 538.

MUSC

112. CREATIVITY AND ELECTRONIC /ACOUSTIC MUSIC
3 hours credit
Stylistic, technical and intuitive aspects of music examined through listening, discussion and creative exercises. Students explore their creative potential in music and are familiarized with newer techniques of composition including synthesized music. **Three hours per week. Meets General Education IB.**

114. MUSIC APPRECIATION
3 hours credit
Historical survey of musical styles and genres from around the world. Topics may include Western Classical music, non-Western cultures, folk music and jazz. **Three hours per week. Meets General Education IB.**

201. INTRODUCTION TO MUSIC THEORY
3 hours credit
Principles of music construction based on a historical perspective of music theory in Western culture. Emphasis on the nature of modes and/or tonal centers and the organization of melody, harmony and voice leading utilizing basic elements of keys, scales, chords, notation and ear training. **Three hours per week. Meets General Education IB.**

203. THEORY I
3 hours credit
Intermediate music fundamentals including rhythm, basic melodic and harmonic relationships, voice leading, harmonic function and basic composition. Prior knowledge of music notation key signatures, scales and triads recommended. **Prerequisites:** MUSC 201 for non-majors and permission of instructor. **Three hours per week.**

204. THEORY II
3 hours credit
Continuation of MUSC 203 with added emphasis on voice leading with complex diatonic chords, localized musical formal features, non-chord tones, analysis and composition. **Prerequisite:** MUSC 203 or permission of instructor. **Three hours per week.**

215. INSTRUMENTAL TECHNIQUES-WOODWINDS
1 hour credit
Introduction of traditional woodwind instruments and their development in the Western culture. Basic cognitive and psychomotor techniques involving instrument handling, embouchure, breathing, articulation and fingering combinations are discussed, practiced and demonstrated. **Prerequisite:** Music major or permission of instructor. **Two hours per week.**

216. INSTRUMENTAL TECHNIQUES-PERCUSSION
1 hour credit
Introduction to traditional percussion instruments and their development in Western culture. Basic cognitive and psychomotor techniques that involve proper handling and traditional performance practices are discussed, practiced and demonstrated. **Prerequisite:** Music major or permission of instructor. **Two hours per week.**

217. INSTRUMENTAL TECHNIQUES-STRINGS
1 hour credit
Introduction to traditional orchestral string instruments and their development in Western culture. Basic cognitive and psycho-motor techniques involving instrument handling, bowing, finger patterns and shifting are discussed, practiced and demonstrated. **Prerequisite:** Music major or permission of instructor. **Two hours per week.**

218. INSTRUMENTAL TECHNIQUES-BRASS
1 hour credit
Introduction to traditional brass instruments and their development in Western culture. Basic cognitive and psychomotor techniques that involve embouchure, breathing, articulation, fingering combinations and tone production are discussed, practiced and demonstrated. **Prerequisite:** Music major or permission of instructor. **Two hours per week.**

220. INTRODUCTION TO MUSIC OF THE WORLD
3 hours credit
Introduction to world musical traditions and practices, such as Africa, China, India, Japan and the Americas. Ability to read music is not necessary. Open to non-music majors, music majors and minors. **Three hours per week. Meets General Education IB.**

301. JAZZ THEORY
3 hours credit
An introduction to jazz melody and harmony with particular emphasis on the innovations of bebop and its resultant styles.

A historical perspective, analytical approaches to harmony and melody and short compositional and arranging exercises provide students with the tools to synthesize materials. **Prerequisite:** MUSC 201 or permission of instructor. **Three hours per week.**

303. THEORY III

3 hours credit

Study of chromatic harmonies and their voice leading tendencies and modulation with added emphasis on analysis, composition and musical interpretation. **Prerequisite:** MUSC 204 or permission of instructor. **Three hours per week.**

304. THEORY IV

3 hours credit

Theories of advanced chromaticism in late Romantic and 20th-century music. Study of analytical and compositional techniques used to interpret uniquely structured neotonal, nontonal and atonal music. **Prerequisite:** MUSC 303 or permission of instructor. **Three hours per week.**

305, 306. MUSIC HISTORY I AND II

3 hours credit each

A historical survey of musical style from the earliest times to the present. Music History I covers music from Gregorian chant through the Baroque period. Music History II covers music from the Pre-Classical through the Modern periods. Non-Western music is also included in both classes. Analysis, listening and discussion of music in a cultural context is covered. Ability to read music is necessary. **Prerequisite:** Permission of instructor for non-music majors. **Three hours per week. Meets General Education IB.**

308. INSTRUMENTAL TECHNIQUES AND METHODS

2 hours credit

Designed to examine techniques for administering a school instrumental music program. Emphasizes rehearsal techniques, literature, material for school use and the role of instrumental music in the public and the development of skills for teaching beginning instrumentalists. **Prerequisite:** Permission of instructor. It is recommended students have taken one or more of the following: MUSC 215, 216, 217 or 218. **Two hours per week.**

309. CHORAL TECHNIQUES AND METHODS

2 hours credit

Designed to examine rehearsal techniques for developing appropriate diction, tone, production, intonation, phrasing and interpretation in a choral ensemble. Explores the examination of materials, methods and procedures in organizing school choral ensembles. **Prerequisite:** Permission of instructor. **Two hours per week.**

310. CONDUCTING AND SCORE READING

1 hour credit

Application of basic conducting patterns in expressing a variety of styles, dynamics and tempi; analysis of conductor's score and rehearsal techniques in both choral and instrumental music. **Prerequisite:** Permission of instructor. **Two hours per week.**

311. MUSIC PERCEPTION I

1 hour credit

Develops the ability of the musician to visually and aurally perceive fundamentally organized musical events for the purpose of accurately performing and notating them. Focuses on the prominent musical constructs, including all aspects of simple melody, simple harmony and progression and basic rhythm. **Prerequisite:** MUSC 201 or proficiency equivalence. **Corequisite:** MUSC 203. **Two hours per week.**

312. MUSIC PERCEPTION II

1 hour credit

Develops the ability of the intermediate musician to visually and aurally perceive organized musical events for the purpose of accurately performing and notating them. Melodic materials outline diatonic chords and large functional progressions embellished by light chromaticism. Harmonic study culminates in inverted diatonic seventh chords being contextualized within tonic, dominant preparation and dominant relationships. Rhythmic materials explore such concepts as syncopation in complex compound meters and two-against-three patterns. **Prerequisites:** MUSC 203 and 311 or proficiency equivalence. **Corequisite:** MUSC 204. **Two hours per week.**

313. MUSIC PERCEPTION III

1 hour credit

Develops the ability of the intermediate musician to visually and aurally perceive complex musical events for the purpose of accurately performing and notating them. Melodic materials explore chromatic alterations within the tonal contexts of the secondary functions and modulation. Harmonic study emphasizes secondary functions and modulations to closely related keys. Meter changes, simple metric modulations and simple polyrhythms are considered. **Prerequisites:** MUSC 204 and 312 or proficiency equivalence. **Corequisite:** MUSC 303. **Two hours per week.**

314. MUSIC PERCEPTION IV

1 hour credit

Develops the ability of the advanced musician to visually and aurally perceive complex musical events for the purpose of accurately performing and notating them. Melodic materials involve advanced chromaticism., modulations and intervals, as well as modal idioms. Harmonic study culminates in highly chromatic progressions involving secondary leading-tone, Neapolitan and augmented-sixth chords. Rhythmic materials incorporated advanced tulpets, meters with unequal beats, complex meter changes and tempo modulation. **Prerequisites:** MUSC 303 and 313 or proficiency equivalence. **Corequisite:** MUSC 304. **Two hours per week.**

315. TOPICS IN MUSIC THEORY/ANALYSIS

3 hours credit

Analysis and discussion of a particular past or contemporary musical style, compositional or analytical techniques, composer or aspect of music. May be used as an upper-level music theory requirement for the music major. May be repeated three times for degree credit under different course titles. **Prerequisite:** MUSC 201 or permission of instructor. **Three hours per week.**

316. TOPICS IN MUSIC HISTORY

3 hours credit

Special topics course. Studies and discussion of a particular past or contemporary period or aspect of music literature. Such topics may include world music, folk music, jazz, rock, blues and modern music. May be used as an upper-level music literature requirement for the music major. May be taken three times under different course titles. **Three hours per week. Meet General Education IB**

318. WELLNESS IN PERFORMANCE

3 hours credit

Designed to address the physiological and psychological issues that are encountered by all types of performers. Specific issues concerning injury/illness, wellness concepts, practice techniques and performance preparation will be examined. The course addresses all students who need pedagogical help with performance preparation, regardless of instrument. Open to all students in the area of music, acting, musical theatre, sports, dance and public speaking. **Three hours per week. Meet General Education IB.**

403. THE HISTORY OF THE PIANOFORTE AND ITS LITERATURE

3 hours credit

Comprehensive study of the piano and its predecessors. Traces the history of keyboard instruments, emphasizing the ways in which the development of the instruments interacted with the development of keyboard literature and performance practices. Includes familiarization with the principal keyboard composers, performers and instrument makers from earliest times to the present. **Prerequisite:** Permission of instructor. **Three hours per week.**

413. ADVANCED CONDUCTING

2 hours credit

Continues MUSC 310 with review and refinement of skills in conducting. Students develop a common language in which cognitive understanding and psychomotor skills can be aesthetically communicated to an ensemble via the conducting gesture. **Prerequisite:** MUSC 310. **Two hours per week.**

420. HISTORY OF THE ART SONG

3 hours credit

Study of the history, interpretation and poetic content of Italian, French, German and English art song from the Baroque period to the present. Requires score study as well as textual and musical analysis of representative works with emphasis on compositional styles and performance practices. **Prerequisite:** Permission of instructor. **Three hours per week.**

425. MUSICAL FORM AND ANALYSIS

2 hours credit

Study of the organizing principles of musical composition and their application to the most prevalent forms through the sonata-allegro and fugue. Analysis of music literature illustrating the basic vocal and instrumental forms and some original composition in these forms. **Prerequisite or Corequisite:** MUSC 303. **Two hours per week.**

426. ARRANGING FOR VOICES AND INSTRUMENTS

2 hours credit

Fundamental techniques of scoring for various cappella and accompanied voice combinations, special characteristics of each choir of instruments, range of voices, selection on suitable literature for treatment in different ensembles, with considerations of style. **Prerequisite or Corequisite:** MUSC 304. **Two hours per week.**

435. CHORAL LITERATURE

3 hours credit

Class investigation and evaluation of choral music for all voice combinations appropriate for elementary school through senior high school and adult ensembles. **Prerequisite:** permission of instructor. **Three hours per week.**

441. INSTRUMENTAL LITERATURE

3 hours credit

Class investigation and evaluation of new methods and materials for bands, orchestras and instrumental ensembles. **Prerequisite:** permission of instructor. **Three hours per week.**

450. STUDIES IN MUSIC

3 hours credit

Study of a single composer, musical form, performance medium or technique, or topic in music education. Topic varies semester to semester. May be taken twice for credit. Possible prerequisite(s) listed according to topic by semester. **Three hours per week.**

490. DIRECTED INDEPENDENT STUDY

1-3 hours credit

Tutorial in any area of music; open to seniors and graduate students. May include continuation of a skills development program begun in the lower-level independent study course, or any type of individual research in music not normally included in courses offered by the department, or individual study of an area needed for teacher certification but not offered by the department in the current semester. **Prerequisites:** Approval in writing of department chair and supervising faculty member prior to registration, with the area of study to be specified in writing. May be repeated for a maximum of six credits.

497. UNDERGRADUATE RESEARCH

1-3 hours credit

Designed to encourage students to pursue an important area of original research in either music history, theory, composition or performance. Allows student to study a subject area in more depth than possible in the traditional classroom setting. Public presentation required. May be repeated for a maximum of six credits. **Prerequisite:** permission of instructor. **One to three hours per week.**

498. SENIOR PROJECT

3 hours credit

Required of music majors in senior year of the B.A. in music (traditional) track, but it is open to all music majors. Designed to be a research paper, recital or composition. This project is of the student's choice in consultation with a faculty mentor. Students will meet weekly with their faculty mentor. Sign up in music office one term in advance. **Prerequisites:** Senior standing, completion of core and permission of chair. **Three hours per week.**

503. THE HISTORY OF THE PIANOFORTE AND ITS LITERATURE

3 hours credit

Comprehensive study of the piano and its predecessors. Traces the history of keyboard instruments, emphasizing the ways in which the development of the instruments interacted with the development of keyboard literature and performance practices. Includes familiarization with the principal keyboard composers, performers and instrument makers from earliest times to the present. **Prerequisites:** MUSC 114, 201 or permission of instructor. **Three hours per week.**

510. RECENT ISSUES AND TRENDS IN MUSIC EDUCATION

3 hours credit

Student-researched seminar presentations on pertinent current issues in general, vocal and instrumental music education. The seminar presentations will, through researching current trends, arrive at conclusions compatible with current practices in music education. **Prerequisites:** ELED 419 and SCED 429 or equivalent. **Three hours per week.**

515. ADVANCED CHORAL CONDUCTING

3 hours credit

Designed for the practicing choral conductor. Includes techniques, stylistic interpretation, repertoire and organizational problem analysis. **Prerequisite:** MUSC 310 or equivalent. **Three hours lecture, two hours laboratory per week.**

520. PHILOSOPHICAL AND PSYCHOLOGICAL PERSPECTIVES IN MUSIC EDUCATION

3 hours credit

A review of philosophical tenets and psychological principles as applied to contemporary music education practices, including the standard and recently developed musical aptitude and achievement tests. **Prerequisite:** Graduate status. **Three hours per week.**

530. DIRECTED RESEARCH IN MUSIC/MUSIC EDUCATION

3 hours credit

Preparation of optional research project in the M.Ed. program under the direction of departmental faculty. Weekly conference with faculty sponsor.

535. CHORAL LITERATURE

3 hours credit

Class investigation and evaluation of choral music for all voice combinations appropriate for elementary school through senior high school and adult ensembles.

Prerequisite: Permission of instructor. **Three hours per week.**

541. INSTRUMENTAL LITERATURE

3 hours credit

Class investigation and evaluation of new methods and materials for bands, orchestras and instrumental ensembles. **Prerequisite:** Permission of instructor. **Three hours per week.**

550. STUDIES IN MUSIC

3 hours credit

Study of a single composer, musical form, performance medium or technique, or topic in music education. Topic varies semester to semester. May be taken twice for credit. Possible prerequisite(s) listed according to topic by semester. **Prerequisite:** Permission of instructor. **Three hours per week.**

590. DIRECTED INDEPENDENT STUDY

1-3 hours credit

An individual, graduate tutorial course including research topics not covered in available courses. May be repeated for a maximum of three hours credit under difference course subtitles. **Prerequisite:** Written specified area of study approved in writing by department chair and supervising faculty member prior to registration.

NURSING (NURS)

310. NURSING CARE OF ADULTS I

3 hours credit

Theory related to nursing care of adults with common health problems who need to maintain or regain optimal levels of functioning. Emphasizes problem solving through use of a variety of resources; examines trends and issues relevant to health care in rural communities. Intended for students admitted to undergraduate nursing program. **Corequisite:** NURS 311. **Three hours per week.**

311. NURSING CARE OF ADULTS I CLINICAL

3 hours credit

Application of beginning health assessment skills, nursing knowledge and concepts from the biological and behavioral sciences. Students provide nursing care to adults with common health alterations in acute and long-term care settings and examine trends in gerontological nursing. Intended for students admitted to undergraduate nursing program. **Corequisite:** NURS 310. **Nine hours per week.**

312. INTRODUCTION TO PROFESSIONAL NURSING PRACTICE

3 hours credit

Introduces students to professional nursing practice including history, legal, ethical, economic, cultural issues and nursing process. Discussion of roles and responsibilities in communication, documentation and use of clinical technologies with the application through Web, campus-based and selected field experiences. **Prerequisites:** Admission to nursing major or second bachelor's degree program, BIOL 334 with C or better. **Corequisites:** NURS 310, 311, 319. **Three hours per week.**

319. HEALTH ASSESSMENT

3 hours credit

Functional health assessment of individuals from adolescence through older adulthood. Students practice health assessment skills in clinical settings with people of varied ages, social, cultural and economic backgrounds. Intended for students admitted to undergraduate nursing program. **Five hours per week.**

325. LIFE AND DEATH ISSUES IN HEALTH CARE: THE ETHICAL PERSPECTIVE

3 hours credit

Identification, analysis and evaluation of contemporary problems that have resulted from new breakthroughs in biomedicine. Topics include physician-patient relationship, euthanasia, social control, experimentation, genetic engineering, the health care system. Emphasis on developing an ethical framework to deal with these and future biomedical issues. Students may not receive credit for both NURS 325 and PHIL 315. **Three hours per week. Meets General Education IB.**

329. RESEARCH METHODS IN NURSING

3 hours credit

Provides an understanding of the research process with opportunities to develop critical analysis skills in reading current nursing research and opportunities for conducting limited clinical research projects at a beginning level. Intended for students admitted to a nursing program. **Prerequisites:** NURS 312, MATH 155 with C or better. **Three hours per week.**

350. NURSING CARE OF ADULTS II

3 hours credit

Advanced study of the theory necessary for providing nursing care to seriously ill adults from illness through rehabilitation and recovery. Examines trends in provision of critical and rehabilitative care in rural settings and selected issues related to women's health. **Prerequisites:** NURS 310, 311, 319 with C or better. **Prerequisite/Corequisite:** NURS 329. **Three hours per week.**

351. NURSING CARE OF ADULTS II CLINICAL

3 hours credit

Advanced clinical course in caring for adults as they progress from serious illness through rehabilitation and recovery. Clinical sites include acute care, specialty rotations (ICU, per, CCU), home health agencies and rehabilitation settings. **Prerequisites:** NURS 310, 311, 319. **Corequisites:** NURS 329, 350. **Nine hours per week.**

360. NURSING CARE OF CHILDREN AND ADOLESCENTS: A FAMILY CENTERED APPROACH

3 hours credit

Study of theory related to nursing care of children and adolescents with acute and chronic disorders. Integrates concepts from previous courses in the natural, behavioral and nursing sciences and introduces theories of structure, development and function of families. **Prerequisites:** NURS 310, 311, 319 with C or better. **Prerequisite/Corequisite:** NURS 329. **Corequisite:** NURS 361. **Three hours per week.**

361. CARE OF CHILDREN AND ADOLESCENTS CLINICAL

2 hours credit

Prepares beginning practitioners to provide nursing care to children, adolescents and their families in a variety of rural health settings. Clinical practice will be guided by the objectives of Healthy People 2010. **Prerequisites:** NURS 310, 311, 312, 319 with C or better. **Prerequisite/Corequisite:** NURS 329. **Corequisite:** NURS 360. **Nine hours per week.**

370. MATERNAL NEWBORN NURSING: A FAMILY CENTERED APPROACH

3 hours credit

Study of theory related to nursing care of childbearing families in rural communities. Explores social and health care issues related to changing needs of women across the life span. **Prerequisites:** NURS 310, 311, 319 with C or better. **Prerequisite/Corequisite:** NURS 329. **Corequisite:** NURS 371. **Three hours per week.**

371. MATERNAL NEWBORN NURSING CLINICAL

3 hours credit

Provides nursing care to the childbearing family in primary and acute care settings. Applies selected theories related to structure, development and function of families. Clinical practice will be guided by the objectives of Healthy People 2000. **Prerequisites:** NURS 310, 311, 319. **Corequisites:** NURS 329, 370. **Nine hours per week.**

380. PSYCHIATRIC-MENTAL HEALTH

3 hours credit

Study of theory related to the prevention and nursing care of individuals and families with psychosocial problems. Focuses on communication with clients in community and hospital settings with emphasis on mental illness in rural areas. Considers mental health needs of all age groups with special regard for cultural differences. **Prerequisites:** NURS 310, 311, 312, 319, 329 with C or better. **Corequisite:** NURS 381. **Three hours per week.**

381. PSYCHIATRIC-MENTAL HEALTH CLINICAL

3 hours credit

Clinical application of nursing theory and process focused on the prevention and nursing care of psychosocial problems in individuals and families. Focus on therapeutic communication with clients in a psychiatric hospital and clients with psychosocial needs in the community. **Prerequisites:** NURS 310, 311, 312, 319, 329 with C or better. **Corequisite:** NURS 380. **Nine hours per week.**

405. NURSING EXTERN SEMINAR

3 hours credit

Supervised practicum to assist students in applying the nursing process. Explores concerns of the beginning practitioner including role conflict and role transition, clarification of values and reality shock. Students refine skills in assertiveness, clinical decision making, application of change theory and conflict resolution, and participate in activities of employed registered nurses. Placement in a health care agency with one-to-one RN preceptorship and clinical contact of 30 hours per week. **Prerequisites:** NURS 350, 351 with a C or better.

408. COMPLEMENTARY AND ALTERNATIVE APPROACHES TO HEALTH PROMOTION

3 hours credit

An introductory overview of complimentary modalities to the promotion of wellness through a holistic approach. The dynamic interplay between each person's physical, psychological, social and spiritual elements will be discussed. Opportunities for experiential learning and practice of selected modalities during designated class time will be provided. Additional exploration of individual areas of interest will be encouraged, culminating in a final project presentation to class participants. Students may not receive credit for both NURS 408 and 508. **Prerequisite:** Junior standing or permission of instructor. **Three hours per week.**

415. SPECIAL TOPICS IN NURSING

1-3 hours credit

Study of a selected area of nursing. Topics may vary semester to semester. Provides an opportunity for curriculum innovation or meeting the special needs or interests of undergraduate and graduate students. May be repeated for credit under different subtitles. **One to three hours lecture, zero to two hours laboratory per week.**

422. NURSING OF CHILDBEARING AND CHILDREARING FAMILIES

3 hours credit

Focus on nursing care to childbearing and childrearing families, and exploration of current, applicable research. Self-care and participation of family members emphasized. Topics include conditions that place the client at risk and selected acute and chronic childhood disorders. **Prerequisites:** NURS 310, 311, 312, 319 with C or better. **Corequisite:** NURS 423. **Three hours per week.**

423. NURSING OF CHILDBEARING AND CHILDREARING FAMILIES CLINICAL

3 hours credit

Focus on use of nursing process with childbearing and childrearing families in rural community settings and in acute care settings, both rural and urban. Emphasis on assisting clients in promoting, maintaining and/or regaining health. Students focus on clinical practice as they develop knowledge, psychomotor skills and professional values. Developmental and family theories stressed. **Prerequisites:** NURS 310, 311, 312, 319 with C or better. **Corequisite:** NURS 422. **Nine hours per week.**

430. COMMUNITY HEALTH NURSING: A RURAL PERSPECTIVE

3 hours credit

Focus on the theory of health of families, aggregated and communities with complex needs. Explores political, ethical, legal and sociocultural climates and theory related to the health care needs of an aging population. **Prerequisites:** NURS 329, 350, 351, 360, 361, 370, 371, 380, 381 with C or better. **Corequisite:** NURS 431. **Three hours per week.**

431. COMMUNITY HEALTH NURSING PRACTICUM: A RURAL PERSPECTIVE

3 hours credit

Prepares beginning practitioners to work with families, aggregates and communities in rural settings. Clinical practice guided by the objectives of Healthy People 2000 and the use of critical thinking skills. **Prerequisites:** NURS 329, 350, 351, 360, 361, 370, 371, 380, 381. **Corequisite:** NURS 430. **Three hours per week.**

440. SENIOR SEMINAR

3 hours credit

Provides a conceptual understanding of leadership and management processes in the health care system. Explores past, present and emerging roles of the professional nurse including political, economic and professional issues. **Prerequisites:** NURS 310, 311, 329, 350, 351, 360, 361, 370, 371, 380, 381 with C or better or permission of instructor. **Three hours per week.**

441. INTERNSHIP

3 hours credit

Precepted practicum emphasizing integration of knowledge, skills and values needed to care for groups of clients. Opportunities to develop beginning understanding of unit management issues within the context of a health care organization. Fosters increased independence in providing care to clients facilitating the transition to the role of graduate nurse. **Prerequisites:** NURS 329, 351, 361, 371, 381 with C or better. **Corequisite:** NURS 440.

442. NURSING LEADERSHIP AND MANAGEMENT

2 hours credit

Explores roles in nursing within the health care system with particular emphasis on leadership and management functions. Provides students with a conceptual understanding of the social, political, legislative and economic forces shaping the U.S. health care system and its impact on the rural environment. **Prerequisites:** NURS 310, 311, 312, 319, 329, 350, 351, 422, 423 with C or better. **Prerequisites/Corequisites:** NURS 380, 381, 430, 431, 443. **Two hours per week.**

443. NURSING LEADERSHIP PRACTICUM

2 hours credit

Emphasizes integration of nursing knowledge, values and skills in caring for groups of clients. Students experience various professional nursing roles and apply leadership and management strategies. **Prerequisites:** NURS 310, 311, 312, 319, 329, 350, 351, 422, 423 with C or better. **Prerequisites/Corequisites:** NURS 380, 381, 430, 431, 442. **Six hours per week.**

454. HEALTH EDUCATION OF CLIENTS

3 hours credit

Theoretical content and practical application of the principles and methodologies of effective health education of individuals, families and groups. Emphasis on use of the teaching-learning process in assisting client adaptation and promoting quality health care. Through use of a micro-teaching laboratory the student can demonstrate and analyze a variety of teaching skills. Development of teaching plans, behavioral objectives and evaluation tools also stressed. **Three hours per week.**

456. PHARMACOTHERAPEUTICS

3 hours credit

Nursing interventions relating to application of pharmacotherapeutic principles in assisting client adaptation in primary, secondary and tertiary health care settings. Special emphasis on drug interactions, drug dependence, toxicology. **Three hours per week.**

457. CULTURAL CONSIDERATIONS FOR NURSING

2 hours credit

A basis for application of concepts, theories and methodologies from transcultural nursing to the practice of the health professional. Particular emphasis on the influence of culture on human response to health and illness. **Prerequisite:** Junior standing or permission of instructor. **Two hours per week.**

485. SCHOOL HEALTH

3 hours credit

Current issues relevant to the health of school-age children and adolescents. Topics include roles of teachers and health professionals, current health problems and approaches to specific health problems. Intended for students in education and health-related professions. **Prerequisite:** PSYC 300 or EDUC 300 or permission of instructor. **Three hours per week.**

490. INDEPENDENT STUDY

1-3 hours credit

Intensive study in a specific area of nursing agreed upon by the student and faculty member. Open to senior and graduate students. May be taken twice under different course subtitles. **Prerequisite:** Permission of instructor.

508. COMPLEMENTARY AND ALTERNATIVE APPROACHES TO HEALTH PROMOTION: APPLICATIONS

3 hours credit

Explores the application of complementary modalities to the promotion of wellness through a holistic approach. The dynamic interplay between each person's physical, psychological, social and spiritual elements will be discussed. Opportunities for experiential learning and practice of selected modalities during designated class time will be provided. Additional exploration of individual areas of interest will be encouraged, culminating in final project presentation to class participants. Students will also integrate research findings reported in the literature. Students may not receive credit for both NURS 408 and 508. **Prerequisite:** Graduate standing or permission of instructor. **Three hours per week.**

512. ADVANCED HEALTH ASSESSMENT FOR FAMILY NURSE PRACTITIONERS

4 hours credit

Provides learning for a comprehensive physical, psychosocial, developmental, occupational and cultural assessment as foundational to advanced nursing practice. Application of history taking and interviewing skills essential for a comprehensive examination are demonstrated. Physical assessment skills focus on distinguishing normal findings form abnormal findings. Analyzes history, physical examination and laboratory data to formulate an accurate assessment of clients' status and establish priorities of care. **Prerequisite:** Admission to the master's program or permission of instructor. **Prerequisite/Corequisite:** BIOL 552. **Two hours lecture, 10 hours clinical practice per week, for a total of 150 hours.**

514. ISSUES IN ADVANCED PRACTICE NURSING

3 hours credit

Focuses on transition into the advanced practice nurse role including ethical issues, standards of care and the delivery of health care in rural settings. The organization of health care delivery systems, health care policy and the economic implications of health care are explored. Students develop their roles as advocates for change in the health care delivery system. Clinical practice guidelines, protocols and/or collaborative agreements are developed for the advanced practice nurse. Information technology is used where appropriate in an advanced practice role. **Three hours per week.**

515. EPIDEMIOLOGY

3 hours credit

Focuses on epidemiology as the basic science of disease prevention and the role of epidemiology in public health clinical practice and the evaluation of public policy. Provides an introduction to epidemiology and the epidemiologic approach to problems of health and disease. The basic principles and methods of epidemiology are presented together with its applications to public health and clinical medicine. **Prerequisite:** Admission to graduate program or permission of instructor. **Three hours per week.**

516. FAMILY NURSING

5 hours credit

Explores theory and research relevant to family nursing assessment and intervention. Family health, illness and the impact of stressful events on the family system are examined. Clinical situations with families are analyzed based on classic family theory, developing theory and published research. Students develop strategies for serving as advocates for families as they explore beginning role requirements of advanced practice nurses. **Three hours lecture, six hours clinical practice per week, for a total of 90 hours.**

522. PHARMACOTHERAPEUTICS

3 hours credit

Provides advanced-practice nurses with knowledge of pharmacotherapeutics for acute and chronic conditions. Focuses on knowledge and skills necessary to assess, diagnose and manage common health problems. Legal, socioeconomic and client-safety considerations are discussed. Client-education factors and salient aspects of research are incorporated. Critical thinking is employed in the analysis and determination of pharmacological regimens. **Prerequisites or Corequisite:** Admission to an advanced practice track of the graduate nursing program or permission of the instructor. BIOL 552. **Three hours per week.**

525. HEALTH CARE SYSTEM

3 hours credit

Explores the structure and functions of the health care system and the legal, ethical and economic forces that impact it. Special attention is given to health insurance and managed care, the formulation and impact of health policy and the context in which policy decisions are made. **Prerequisite:** Admission to a graduate program or permission of the instructor. **Three hours per week.**

526. HEALTH CARE INFORMATICS

3 hours credit

Introduces the student to the field of health care informatics via a Web-based instructional format. History of health care informatics, interrelated concepts such as classification systems and languages and ethical and confidentiality concerns are explored. Informatics applications in clinical practice, education and administration are discussed. **Prerequisite:** Admission into a graduate program or permission of instructor. **Three hours per week.**

538. NURSING THEORIES

3 hours credit

Examines the nature of concepts, models and theories in the context of scientific development and the historical development of nursing knowledge. A comparative analysis of evolving nursing theories will be made in regard to meeting criteria for theory building; major concepts used; theoretical perspective used; testability and practicality for application with the nursing process in clinical practice, teaching and research. **Three hours per week.**

542. QUALITATIVE RESEARCH IN HEALTH CARE

3 hours credit

Focuses on the importance of the theoretical foundations of research and on qualitative methods of scientific inquiry. Emphasis is placed on the accumulation of scientific evidence in health care and on the critical analysis and communication of evidence related to a specific topic. **Prerequisite:** Admission to a graduate program or permission of the instructor. **Three hours per week.**

544. QUANTITATIVE RESEARCH IN HEALTH CARE

3 hours credit

Focuses on quantitative research methods as a foundation for evidence-based health care. Includes problem identification, formulation of hypotheses, research design, sampling analyses and interpretation of quantitative data. Provides practice using a statistical package as a tool to analyze quantitative research data. Research findings are communicated both orally and in writing to health professionals using current technology. **Prerequisite/Corequisite:** MATH 502.

555. CULTURAL CONSIDERATIONS FOR NURSING

2 hours credit

A basis for application of concepts, theories and methodologies from transcultural nursing to the practice of the health professional. Particular emphasis on the influence of culture on human response to health and illness. **Two hours per week.**

558. ADULT HEALTH CARE MANAGEMENT

5 hours credit

Focuses on primary care of adult clients including health promotion and disease prevention within the context of the family. Incorporates critical thinking and clinical reasoning to establish diagnoses for and provide therapeutic management of adult clients with common short-term and chronic stable health problems. Emphasizes quality and cost-effective care of diverse populations in a wide variety of settings. **Prerequisite:** NURS 512. **Prerequisite/Corequisite:** NURS 522. **Two hours lecture, 12 hours clinical per week for a total of 180 hours.**

559. WOMEN'S AND CHILDREN'S HEALTH CARE MANAGEMENT

5 hours credit

Focuses on primary care of women and children including health promotion and disease prevention within the context of the family. Incorporates critical thinking and clinical reasoning to establish diagnoses for and provide therapeutic management of women and children with common short-term and chronic stable health problems. Includes care of women during normal pregnancy and the postpartum period. Emphasizes quality and cost-effective care of diverse populations in a wide variety of settings. **Prerequisites/Corequisites:** NURS 512, 522. **Two hours lecture, 12 hours clinical per week for a total of 180 hours.**

560. INDEPENDENT STUDY

1-3 hours credit

Focused study on a specific area of advanced practice nursing agreed upon by the student and the faculty. May include preliminary work directed toward a thesis/capstone area of interest, a specialized area of study, or clinical practice. May be taken more than once under different course subtitles for a maximum of six hours credit. **Prerequisite:** Written permission of the faculty who will direct the study. **One to three hours per week.**

561. HEALTH CARE MANAGEMENT SEMINAR

3 hours credit

Organized around major management functions, this course focuses on development of theoretical and practical knowledge to prepare students for advanced management responsibilities in diverse health care settings. Explores professional and organizational dynamics, including an overview of management theories, organizational behavior, marketing of health care services, resource analysis and allocation, conflict management, performance improvement, quality management and implementing planned change. **Corequisite:** NURS 562. **Three hours per week.**

562. HEALTH CARE MANAGEMENT PRACTICUM

3 hours credit

Focuses on the development of a personal style of management with requisite knowledge, skills and abilities. Uses the mentor concept as a framework for management learning experiences in varied health care organizations. **Corequisite:** NURS 561. **Nine hours practicum per week.**

571. HEALTH CARE LEADERSHIP SEMINAR

3 hours credit

Builds upon a management focus and makes the distinction between management and leadership models with emphasis on the evolution of leadership concepts and their application in health care organizations. Through examinations of the characteristics of great leaders, the course explores strategies for the identification and development of leadership skill in one's self and others. Power and legitimacy are explored as are ethical dilemmas and their resolution. Methods of productive interpersonal communication are stressed. **Corequisite:** NURS 572. **Three hours per week.**

572. HEALTH CARE LEADERSHIP PRACTICUM

3 hours credit

Focuses on the development of a personal leadership style with requisite knowledge, skill and abilities. Includes mentored experiences in health care organizations and the practice of leadership with a team. **Corequisite:** NURS 571. **Nine hours practicum per week.**

580. SPECIAL TOPICS IN NURSING

1-3 hours credit

Intensive study of a selected topic relevant to nursing in rural areas. May be taken twice under different course subtitles. **Prerequisite:** Permission of the graduate nursing program faculty member. **One to three hours lecture, zero to two hours laboratory per week.**

585. SCHOOL HEALTH

3 hours credit

Current issues relevant to the health of school-age children and adolescents. Topics include roles of teachers and health professionals, current health problems and approaches to specific health problems. Intended for students in education and health-related professions. **Prerequisite:** Graduate standing. **Three hours per week.**

590. THESIS

1-3 hours credit

Provides an opportunity for the master's level student to conduct formal research related to nursing. Reflects a culminating research study as an independent project under the direction of a thesis chair and committee. Incorporates knowledge from research methodology and analysis learned throughout the program. Requires that the student demonstrate critical thinking, a proficiency in oral and written communication, and use of appropriate information technology. Traditional defense of thesis required. May be repeated; no limit to the number of repeats. **Prerequisites:** MATH 502, NURS 544, and permission of the instructor.

591. CAPSTONE PROJECT
1-3 hours credit
Provides an opportunity for the master's level student to pursue a scholarly study of a clinical case, a topic or an issue relevant to the student's advanced practice role. Reflects a culminating synthesis of knowledge from graduate courses as an independent project under the direction of a project chair and committee. Requires that the student demonstrate critical thinking, a proficiency in oral and written communication, and use of appropriate information technology. May be repeated; no limit to the number of repeats. **Prerequisites:** MATH 502, NURS 544, and permission of the instructor.

PHILOSOPHY (PHIL)

101. INTRODUCTION TO PHILOSOPHY
4 hours credit
Invites students to philosophize, asking and creatively responding to basic questions about human existence which are usually left unasked, e.g., are we free, what is the self, what value should we live for? **Three hours per week with enhancement. Meets General Education IB.**

103. CRITICAL THINKING
4 hours credit
Develops abilities to reason effectively, analyze problems, identify issues, critically evaluate evidence, argue logically and reach and defend justifiable conclusions. **Three hours per week with enhancement. Meets General Education IB.**

202. INTRODUCTION TO SYMBOLIC LOGIC
4 hours credit
Provides a basic introduction to logic, emphasizing modern symbolic methods. Nature of formal deductive proof is given special attention. **Three hours per week with enhancement. Meets General Education IB.**

203. ETHICS
4 hours credit
Helps students develop a personal framework for ethical action. Emphasis on identification of ethical theories; applications to contemporary problems utilized as exercises to strengthen each student's own ethical position. **Three hours per week with enhancement. Meets General Education IB.**

209. PHILOSOPHY AND CULTURE
4 hours credit
A reflection on the significance of culture and the difficulties posed when one seeks to translate other cultural perspectives into one's own world view. Emphasis is on cultivating knowledge of particular cultures outside the American scene, as well as on the struggle within our own nation to form a culture in which intercultural relationships can flourish. **Three hours per week with enhancement. Meets General Education IB.**

300. PHILOSOPHY OF THE ARTS
4 hours credit
Analysis of the complexity of problems concerning the nature of beauty and artistic value. Topics include attempts to define "the aesthetically pleasing," the role of formal and sensuous components in a work of art, the relationships of art to emotions and to intellect, the debate about the "moral" component of art, the dialogue between the artist and the beholder, the nature of value judgments and role of the critic. **Three hours per week with enhancement. Meets General Education IB.**

301. VIOLENCE AND NONVIOLENCE
4 hours credit
Explores and analyzes the philosophical meaning of violence and nonviolence, the ethics of just and unjust wars, and the moral efficacy of pacifism. Applies to issues such as capital punishment, nonviolent resistance and specific wars. **Three hours per week with enhancement. Meets General Education IB.**

304. PHILOSOPHY OF HUMAN NATURE
4 hours credit
Exploration of the various dimensions of human experience, from the active life of work and politics to the contemplative life of philosophy and religion. Comparisons and contrasts of modern frameworks such as behaviorism, existentialism and Marxism with the classical and medieval views of human nature. May not receive credit for both PHIL 215 and 304. **Three hours per week with enhancement. Meets General Education IB.**

305. POLITICAL PHILOSOPHY
4 hours credit
Examines political reality as the public place where people come together to speak and act, freely and equally, and thereby become more fully human. Students develop a model of political speech and action (from a dialogue with the tradition) and apply that model to contemporary political problems. **Prerequisite:** One philosophy course or permission of instructor. **Three hours per week with enhancement.**

306. ANIMALS AND ETHICS
4 hours credit
Examines fundamental moral questions concerning our interactions with nonhuman animals. Attention to what we can know about the mental and emotional capacities of animals, to whether animals have rights, and to human-animal relationships. **Three hours per week with enhancement.**

308. ANCIENT PHILOSOPHY
4 hours credit
Study of philosophy in the Greco-Roman world from the Pre-Socratics to the Neo-Platonists. Special emphasis on Plato and Aristotle. **Prerequisite:** One philosophy course or permission of instructor. **Three hours per week with enhancement.**

309. MEDIEVAL PHILOSOPHY
4 hours credit
The absorption of Greek philosophical concepts by Christianity, Judaism and Islam. Study of the great medieval systems constructed to strengthen revealed religions and the skeptical revolts against them. Augustine to the medieval mystics. **Prerequisite:** One philosophy course or permission of instructor. **Three hours per week with enhancement.**

310. PHILOSOPHICAL TOPICS
4 hours credit
Examines in depth a philosophical theme or problem. Content varies semester to semester. May be repeated under different subtitles. **Three hours per week with enhancement.**

311. MODERN PHILOSOPHY
4 hours credit
Surveys the development of philosophy from the Renaissance to the 19th century and includes a study of Descartes, Hume, Kant and Hegel. May not receive credit for both PHIL 302 and 311. **Prerequisite:** One philosophy course or permission of instructor. **Three hours per week with enhancement.**

312. INTRODUCTION TO ASIAN PHILOSOPHY
4 hours credit
Examines some of the main philosophical ideas of Indian, Tibetan, Japanese and Chinese thought. Emphasis is on the following question: Is Asian thought really fundamentally different from Western thought? Discussion of how Asian Philosophers have attempted to answer questions such as: "How do I know that I know something?,"What is the nature of the self?" and "What is good?" **Three hours per week with enhancement. Meets General Education IB.**

313. STUDIES IN THE HISTORY OF PHILOSOPHY
4 hours credit
Intensive study of a major thinker, period or theme in the history of philosophy. May be repeated for credit under different subtitles. **Prerequisite:** One philosophy course. **Three hours per week with enhancement.**

314. SEMINAR IN THE HISTORY OF PHILOSOPHY
4 hours credit
Intensive study of an issue or theme that traces its development throughout the history of philosophy. **Prerequisites:** Two philosophy courses and permission of instructor. **Three hours per week with enhancement.**

315. LIFE AND DEATH ISSUES IN HEALTH CARE: THE ETHICAL PERSPECTIVE
4 hours credit
Identification, analysis and evaluation of contemporary problems resulting from the new breakthroughs in biomedicine. Topics include physician-patient relationship, euthanasia, experimentation, social control, genetic engineering, the health care system. Emphasis on developing an ethical framework to deal with these and future biomedical issues. Students may not receive credit for both NURS 325 and PHIL 315. **Three hours per week with enhancement. Meets General Education IB.**

316. PHILOSOPHY AND FEMINISM
4 hours credit
Examines the theoretical basis of several traditions which define women as "other" or "special" or "different from" the human standard (male), along with some of the social and personal consequences this has. Also looks at contemporary redefinitions of what it is to be female/male/human and the rights and obligations that logically follow from legal and social recognition of woman's full humanity. **Three hours per week with enhancement. Meets General Education IB.**

318. ENVIRONMENTAL RESPONSIBILITY
4 hours credit
Focus on two central questions: How does our manner of encountering nonhuman entities affect how they become meaningful for us? How might we best formulate our obligations to the earth's diverse ecosystems and the creatures populating them? **Three hours per week with enhancement. Meets General Education IB.**

319. LAW AND MORALITY
4 hours credit
Examination of the philosophical issues that arise in thinking about the law, such as: What is the relationship between morality and the law? What kind of equality does the Constitution guarantee? What makes an act a crime? Classic and contemporary theories of law, as well as recent legal cases, are also discussed. **Three hours per week with enhancement. Meets General Education IB.**

320. AFRICAN-AMERICAN PHILOSOPHY
4 hours credit
Focuses on the philosophical issues addressed in African-American thought, including the meaning of human dignity, whether rage or love is the appropriate response to injustice, the role of race in developing one's sense of personal identity, the nature of political community, and the importance of music, poetry, etc. as expressions of one's self. **Three hours per week with enhancement. Meets General Education IB.**

322. EXISTENTIALISM
4 hours credit
Close look at the basic human problems of self, God and others as seen from the existentialist perspective. Major themes of alienation, authenticity, freedom, commitment and dread are traced from their roots in the 19th century philosophies of Kierkegaard and Nietzsche to contemporary expressions by Sartre, Camus, Heidegger and Buber, et al. May not receive credit for both PHIL 322 and 403. **Prerequisite:** One philosophy course or permission of instructor. **Three hours per week with enhancement.**

323. BUDDHIST PHILOSOPHY
4 hours credit
Provides a general introduction to the Buddhist philosophy of the Indian subcontinent, Tibet, China and Japan. Discusses the teachings of the historical Buddha before concentrating on a number of Buddhist schools that developed from these teachings. Emphasis will be on Buddhist metaphysics, epistemology, ethics and philosophy of mind. **Three hours per week with enhancement. Meets General Education IB.**

324. TOPICS IN ASIAN PHILOSOPHY
4 hours credit
Examines in depth a particular theme or problem in Asian philosophy. The content varies from semester to semester. May be repeated once under a different subtitle. **Prerequisite:** One philosophy course or permission of instructor. **Three hours per week with enhancement.**

325. PHILOSOPHY OF RELIGION
4 hours credit
Promotes understanding of religious experience by focusing on a variety of its aspects, such as worship, prayer, vocation, mysticism, secularity and the encounter with evil. **Prerequisite:** One philosophy course or permission of instructor. **Three hours per week with enhancement.**

330. THEORY OF KNOWLEDGE
4 hours credit
Examines the sources, types, methods, structure and validity of knowledge. A study is made of classical, modern and contemporary sources of meaning, truth and perception giving students an acquaintance with, and appreciation of, the scope and limits of knowledge. **Prerequisite:** One philosophy course or permission of instructor. **Three hours per week with enhancement.**

335. PHILOSOPHY OF SCIENCE
4 hours credit
Critical examination of the philosophical problems common to the natural sciences, such as the nature of scientific laws and theories, and problems involved in scientific explanation. May not receive credit for both PHIL 335 and 406. **Prerequisite:** One philosophy course or permission of instructor. **Three hours per week with enhancement.**

399. HONORS INTERDISCIPLINARY STUDIES
4 hours credit
Examines topics of broad trans-disciplinary scope and interest in conjunction with one or more other departments. Cross-listed with the departments of Sociology and Political Science; may be taken twice for credit under different subtitles. **Prerequisite:** Permission of Honors Program director. **Three hours per week with enhancement.**

402. THE PROBLEM OF GOD
4 hours credit
Involves students in thinking through the ultimate questions philosophy asks about God's nature and existence. Attention given to a variety of themes, including the relationship between God and nature, the personhood of God, atheism and the meaningfulness of human speech about God. **Prerequisite:** One philosophy course or permission of instructor. **Three hours per week with enhancement.**

405. CONTEMPORARY CONTINENTAL PHILOSOPHY
4 hours credit

Treats questions raised by philosophers writing in the wake of Heidegger and the existentialist tradition. Areas of discussion include feminism, foundationalism, embodiment, psychoanalysis, deconstruction, epistemology, ethics and theology. **Prerequisites:** Two philosophy courses or permission of instructor. **Three hours per week with enhancement.**

408. METAPHYSICS
4 hours credit

Examines a variety of philosophical theories which propose a portrait of reality as a whole and are evaluated in terms of their ability to respond to ultimate questions we raise about being, matter and the absolute. Considers whether it is possible for us to achieve a comprehensive knowledge of reality. May not receive credit for both PHIL 306 and 408. **Prerequisites:** Two philosophy courses or permission of instructor. **Three hours per week with enhancement.**

450. PHILOSOPHICAL CONCEPTS IN LITERATURE
4 hours credit

Examines a philosophical theme (e.g., existentialism, tragedy) as reflected in works of literature. Theme varies semester to semester. **Prerequisites:** ENGL 101, 102 and one philosophy course or permission of instructor. **Three hours per week with enhancement.**

475. SEMINAR IN PHILOSOPHY
4 hours credit

Offers advanced students in philosophy an opportunity to research and reflect on an issue or theme more thoroughly and intensely than is possible in an ordinary course. Content varies semester to semester. May be repeated for credit with faculty approval. **Prerequisite:** Permission of instructor. **Three hours per week with enhancement.**

490. INDEPENDENT STUDY
1-4 hours credit

Tutorial course in a specific problem of philosophy, a particular philosopher or a particular period of philosophy. Open to junior and senior students, conditional on faculty member's consent. May be repeated for credit with faculty approval. **Prerequisite:** Permission of instructor. **Up to four hours per week.**

497. RESEARCH IN PHILOSOPHY
4 hours credit

Provides advanced philosophy students an opportunity to study an area of philosophy in more depth than is possible in the traditional classroom setting. Working with a faculty mentor, students will choose an area of philosophical inquiry, study the relevant philosophical literature in that area and produce a substantial paper worthy of presentation at an undergraduate philosophy conference. Course may be taken twice for credit. **Prerequisite:** Junior status. **Three hours per week with enhancement.**

502. THE PROBLEM OF GOD
3 hours credit

Involves students in thinking through the ultimate questions philosophy asks about God's nature and existence. Attention given to a variety of themes, including the relationship between God and nature, the personhood of God, atheism and the meaningfulness of human speech about God. **Prerequisite:** One philosophy course or permission of instructor. **Three hours per week.**

550. PHILOSOPHICAL CONCEPTS IN LITERATURE
3 hours credit

Examines a philosophical theme (e.g., existentialism, tragedy) as reflected in works of literature. Theme varies semester to semester. **Prerequisite:** One philosophy course or permission of instructor. **Three hours per week.**

575. SEMINAR IN PHILOSOPHY
3 hours credit

Offers advanced students in philosophy an opportunity to research and reflect on an issue or theme more thoroughly and intensely than is possible in an ordinary course. Content varies semester to semester. May be repeated for credit with faculty approval. **Prerequisite:** Permission of instructor. **Three hours per week.**

590. INDEPENDENT STUDY
1-3 hours credit

Tutorial course in a specific problem of philosophy, a particular philosopher or a particular period of philosophy. Open to junior and senior students, conditional on faculty member's consent. May be repeated for credit with faculty approval. **Prerequisite:** Permission of instructor. **Up to three hours per week.**

PHYSICAL EDUCATION (PHEC)

103. SELF-DEFENSE
1 hour credit

Application of knowledge of pressure points and leverages in the protection of one's self. **Two hours per week.** *(P/F)*

105. BEGINNING SWIMMING
1 hour credit

Fundamental skills of swimming with emphasis on basic stroke and safety techniques. **Two hours per week.** *(P/F; fall semester only)*

106. PERSONALIZED HEALTH/FITNESS
3 hours credit

Study and practice of principles that affect human health. Emphases on physical fitness, stress management, nutrition and weight control with specific personalized techniques for optimizing health. **Four hours per week. Meets General Education IV.**

107. PERSONALIZED HEALTH/FITNESS II
1 hour credit

Provides students opportunities to explore additional physical activity experiences to achieve the health/fitness goals established in PHEC 106. **Prerequisite:** PHEC 106. **Two hours per week.** *(P/F)*

108. INTRODUCTION TO WELLNESS AND FITNESS
3 hours credit

Study and practice of wellness and fitness principles. Emphasis on demonstrating, implementing and assessing fitness components, such as cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition. Provides physical education and health professionals with skills and knowledge for lifelong wellness activities. Meets General Education IV for athletic training, health education and physical education majors. **Prerequisite:** Athletic training, exercise science, health education and physical education majors only. **Two hours lecture, three hours laboratory per week.**

121. BASKETBALL
1 hour credit

Fundamental skills, techniques, rules and strategy of basketball. **Two hours per week.** *(P/F; spring semester only)*

123. BEGINNING GOLF
1 hour credit

Fundamental skills, techniques, rules and strategy of golf. **Two hours per week.** *(P/F)*

125. RACQUETBALL
1 hour credit

Fundamental skills, rules and strategy of racquetball techniques. **Two hours per week.** *(P/F)*

126. BEGINNING TENNIS
1 hour credit

Fundamental skills, techniques, rules and strategy of tennis. **Two hours per week.** *(P/F)*

146. VOLLEYBALL
1 hour credit

Fundamental skills, techniques, rules and strategy of volleyball. **Two hours per week.** *(P/F)*

147. BADMINTON
1 hour credit

Fundamental skills, techniques, rules and strategy of badminton. **Two hours per week.** *(P/F)*

150. INTERMEDIATE TENNIS
1 hour credit

Thorough coverage of intermediate skills, strategy, rules and scoring through participation in the sport. **Two hours per week.** *(P/F)*

170. INTERMEDIATE SWIMMING
1 hour credit

Refines and increases the student's fundamental skills of swimming. Covers crawl stroke, elementary backstroke, breast stroke, sidestroke, inverted breast stroke, back crawl stroke, trudgeon, double trudgeon, trudgeon crawl, butterfly stroke and basic diving skills. **Prerequisite:** PHEC 105 or permission of instructor. **Two hours per week.** *(P/F)*

203. LIFEGUARD TRAINING
1 hour credit

Study and application of the most current aquatic standards and techniques with emphasis on professionalism, prevention, surveillance, victim recognition, equipment-based rescues, CPR and aquatic-specific first aid training. American Red Cross certification awarded to those who meet requirements. **Prerequisite:** PHEC 170 or permission of instructor. **Two and one-half hours per week.**

205. WATER SAFETY INSTRUCTOR
2 hours credit

Preparation for teaching aquatic skills. Emphasis on skill development, learning theories, teaching methods and aquatic safety. **Prerequisite:** PHEC 170 or permission of instructor. **Two and one-half hours per week.**

210. SCUBA DIVING
3 hours credit

Fundamental skills, techniques, knowledge and laws of scuba diving. Emphasis on safety and recreational diving. **Prerequisite:** PHEC 105 or permission of instructor. **Three hours per week.**

213. PREVENTION AND MANAGEMENT OF SPORTS INJURIES
3 hours credit

Basic first aid and emergency concepts focusing on the prevention, recognition, initial treatment and management of athletic-related injuries. Principles and techniques are presented in a format that emphasizes practical applications of skills. This course is designed for athletic coaches and personal trainers. May not receive credit for both PHEC 213 and ATTR 213. Crosslisted with EXSC 213. **Three hours per week.**

220. CANOEING AND KAYAKING
3 hours credit

This experiential education course introduces basic skills of flat water canoeing and whitewater kayaking while running rapids of moderate difficulty. Instruction covers paddling skills, equipment and selection, water reading, river tactics, trip planning, safety practices, rescue techniques, tides and currents, wind and weather and hypothermia. **Prerequisites:** PHEC 240, HLTH 102 or permission of instructor. **Three hours per week.**

290. SELECTED STUDIES IN PHYSICAL EDUCATION
1-2 hours credit

Provides opportunities for short-term needs of students and/or faculty. Affords avenue for course experimentation and innovation at the introductory level. May be repeated under different subtitles for a maximum of six credits.

291. INDEPENDENT STUDY
1-3 hours credit

Independent study of issues in physical education. May be repeated for a maximum of six hours. **Prerequisite:** Permission of instructor and department chair.

330. ATHLETIC COACHING
3 hours credit

Introduction to the principles and practices of coaching. Emphasis on educational and motivational variables present in the medium of athletics. **Three hours per week.** *(spring semester only)*

331. COACHING YOUTH SPORTS
3 hours credit

Designed to prepare individuals to coach children in athletic activities. Emphasis is placed on communicating the essentials of a sport to children at an early stage of development (6-10 years old). Discussion focuses on the coach as a teacher and the influence of the coach's behavior on the outcome of sporting events and the development of the child. Assignments and activities are designed to demonstrate ways to help children develop healthy bodies and positive self-images through participation in athletics and to identify techniques that promote positive discipline both on and off the playing field and plan strategies to involve parents in positive ways. **Prerequisites:** PHEC 330, current community CPR certification. **Three hours per week.**

332. EXERCISE PHYSIOLOGY
4 hours credit

In-depth study of changes that occur due to acute and chronic exercise. Emphasis on circulatory, nervous and muscular systems. May not receive credit for both PHEC 432 and PHEC 332. Crosslisted with EXSC 332. **Prerequisites:** BIOL 215, 216. **Five hours per week.**

333. KINESIOLOGY
4 hours credit

Examination of the structure and function of the human body and the mechanical principles affecting its movement. Review of the musculoskeletal system followed by an in-depth study of how human movement occurs. Presentation of nomenclature of the body planes, axes and movement. May not receive credit for both PHEC 333 and PHEC 433. Crosslisted with EXSC .333 **Prerequisites:** BIOL 215, 216. **Five hours per week.**

369. OUTDOOR ADVENTURE SKILLS
3 hours credit

Instruction, preparation and participation in camping and backpacking activities. Emphasizes knowledge, skills and attitudes for outdoor pursuits and encourages awareness and respect for the natural environment. **Three hours per week.** *(fall semester only)*

370. OUTDOOR LEADERSHIP
3 hours credit

Study of the history, objectives and trends of organized camping, organization of resident camps, techniques of camps counseling, program planning and camp program activities and an introduction to campcraft skills. **Three hours per week.** *(spring semester only)*

408. MOVEMENT EDUCATION
3 hours credit

Analysis of the elements of human movement with practical applications to the teaching of physical education in grades

K-12. Methods, materials, historical development, readings, practice. **Three hours per week.**

451. PSYCHOSOCIAL ASPECTS OF PHYSICAL EDUCATION

3 hours credit

Interaction of physical education (sports) with the psychology and sociological development of the individual. **Three hours per week.**

472. ADVENTURE-BASED LEADERSHIP EDUCATION

3 hours credit

Introduces students to experiential, adventure-based education. Students study and practice principles and theories of leadership education within a cooperative learning approach. May not receive credit for both PHEC 372 and PHEC 472. **Three hours per week.**

479. PRACTICUM

3-12 hours credit

Supervised internship or field placement in the area of human movement studies providing opportunities for experiential learning at an advanced level. Students pursue full-time professional assignments with an agency or organization which provides services related to the students' preparation in physical education. Credit for the practicum may range from three to 12 credits per semester, depending upon the experience. May be repeated for a total of 12 credit hours. **Prerequisites:** Completion of core and track requirements. **Corequisite:** PHEC 480.

480. SEMINAR

3 hour credit

Complements the practicum experience (PHEC 479). Students meet weekly to consider problems and issues encountered in the practicum. Encourages the synthesis of theory and practice through specific assignments and exercises chosen by the instructor. **Prerequisites:** Completion of core and track requirements. **Corequisite:** PHEC 479. **One hour per week.**

490. SELECTED TOPICS IN PHYSICAL EDUCATION

1-3 hours credit

Provides opportunities for short-term needs and interest of students/faculty. Affords avenue for curriculum experimentation and innovation at an advanced level. Student may earn a maximum of six credits.

491. INDEPENDENT STUDY

1-3 hours credit

Advanced independent study of issues in physical education. May be repeated for a maximum of six hours.

572. ADVENTURE-BASED LEADERSHIP EDUCATION

3 hours credit

Introduces students to experiential, adventure-based education. Students study and practice principles and theories of leadership education within a cooperative learning approach. **Three hours per week.**

590. SELECTED TOPICS IN PHYSICAL EDUCATION

1-3 hours credit

Provides opportunities for short-term needs and interest of students/faculty. Affords avenue for curriculum experimentation and innovation at an advanced level. Student may earn a maximum of six credits.

PHYSICAL EDUCATION-TEACHER EDUCATION (PHED)

235. FOUNDATIONS OF PHYSICAL EDUCATION

3 hours credit

Introduction to the historical and philosophical foundations of physical education, fitness and sport. Includes instructional and self-assessment strategies in preparation for engagement in professional practice. **Three hours per week.**

240. TECHNIQUES AND STRATEGIES OF AQUATIC PROGRAMS

1 hour credit

Application of fundamental skills in basic swimming strokes, diving skills and water safety. Analysis of teaching methods, history and introduction to scope of aquatics and aquatic programming. **Prerequisite:** PHEC 170 or permission of instructor. **Two and one-half hours per week.** *(fall semester only)*

245. MOVEMENT ACTIVITIES

3 hours credit

Introduction designed to assist preservice physical educators in identifying the connections between curricular concepts and movement education through the basis of national standards specific to grades K-12. Content includes the lesson planning and teaching of movement concepts, integrated lessons, and movement education enhanced by technology. **Three hours per week.**

260. TEACHING TEAM SPORTS CONCEPTS AND TACTICS I

3 hours credit

Application of fundamental skills and teaching progressions for game concepts and tactics in team sports. Emphasis on sequential development of tactical complexity including offensive and defensive strategies. May not receive credit for both PHEC 344 and PHED 260. **Three hours per week.** *(spring semester only)*

261. TEACHING INDIVIDUAL AND DUAL-SPORT CONCEPTS AND TACTICS

3 hours credit

A continuation of the application of fundamental skills and teaching progressions for game concepts and tactics in individual and dual sports. Emphasis on sequential development of tactical complexity including offensive and defensive strategies. May not receive credit for both PHEC 345 and PHED 261. **Three hours per week.**

263. TEACHING TEAM SPORTS CONCEPTS AND TACTICS II

3 hours credit

A continuation of the application of fundamental skills and teaching progressions for game concepts and tactics in the field and court category. Emphasis on sequential development of tactical complexity including offensive and defensive strategies. **Three hours per week.**

275. INSTRUCTIONAL STRATEGIES FOR PHYSICAL EDUCATION

3 hours credit

Introduction to management and organization strategies specific to teaching physical education in grades K-12. Content includes rationale for skill progressions, scope and sequence of physical education curriculum, and program planning. **Three hours per week.** *(spring semester only)*

350. MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

3 hours credit

Process of evaluation in physical education using basic concepts found in simple statistical procedures. Development of the ability to read and evaluate current research literature within the discipline. Practical experience in administering and evaluating physical tests. **Three hours per week.**

352. MOTOR LEARNING

3 hours credit

Study of motor skill performance and learning. Topics include information processing, motor programs, individual differences, transfer, practice organization and feedback. Credit may not be received for both PHED 352 and 255. **Three hours per week.**

375. CONTEMPORARY CURRICULUM AND ANALYSIS OF TEACHING IN PHYSICAL EDUCATION

3 hours credit

Study of contemporary curriculums, principles and planning concepts with an emphasis on the analysis of effective teaching practices in physical education. Defines curriculum, explores the basis for curriculum planning, establishes an organizational plan for developing curriculum, and analyzes and assesses an established physical education program. Effective teaching practices and current issues and trends in systematic reflection are examined. **Prerequisite:** PHEC 275. **Three hours per week.**

377. MANAGEMENT STRATEGIES FOR TEACHING IN PHYSICAL EDUCATION

3 hours credit

Explores the ability to create and maintain productive learning environments. Aids physical education teacher candidates in developing practical skills needed to manage their classes more effectively and improve instruction. Emphasis includes preventive behavior management, behavior management models and strategies, motivation techniques, and diversity. Emphasis is also placed on, but not limited to, record keeping, the physical context of the teaching space, equipment management and communication. **Prerequisite:** PHEC 275. **Three hours per week.**

400. ADAPTED PHYSICAL EDUCATION

3 hours credit

Analysis of adapted physical education programming and instruction. Emphasis on teaching, planning and implementation of physical education instruction for students with disabilities. Credit may not be received for both PHEC 340 and PHED 400. **Prerequisite:** Admission to Professional Teacher Education Program. **Corequisite:** PHED 401. **Two hours lecture, one hour laboratory per week.**

401. PRACTICUM VISITS IN ADAPTED PHYSICAL EDUCATION

0 hours credit

Focuses on the practice of teaching in an adapted physical education setting. By the completion of this course candidates will be able to demonstrate successful teaching strategies in a adapted physical education school setting. This will be accomplished through one day per week practical teaching experience at the K-12 grade level. During these experiences, candidates will assist and teach multiple lessons. **Prerequisite:** Admission to professional education teacher program. **One day per week.**

410. ELEMENTARY SCHOOL PHYSICAL EDUCATION

3 hours credit

Analysis of elementary school physical education teaching methods, program implementation and curricula. Emphasis on teaching effectiveness through reflective problem solving. Credit may not be received for both EDUC 343 and PHED 410. **Prerequisite:** Admission to Professional Teacher Education Program. **Corequisites:** PHED 406, 410, 411, 420, 421, 480. **Three hours per week.**

411. INTERNSHIP I IN ELEMENTARY PHYSICAL EDUCATION

0 hours credit

Focuses on the practice of teaching in the elementary school setting. Upon the completion of this course, candidates will be able to demonstrate successful teaching strategies in elementary school. A one day per week practical teaching experience at the K-5 level is required. During this experience, each candidate will assist and teach multiple lessons. Credit may not be received for both ELED 309 and PHED 411. **Prerequisite:** Admission to professional education teacher education. **Corequisites:** PHED 410, 420, 421. **One day per week.**

420. SECONDARY SCHOOL PHYSICAL EDUCATION

3 hours credit

Analysis of secondary school physical education teaching methods, program implementation and curricula. Emphasis on teaching effectiveness through reflective problem solving. Credit may not be received for both EDUC 371 and PHED 420. **Prerequisite:** Admission to Professional Teacher Education Program. **Corequisites:** PHED 406, 410, 411, 421, 480. **Three hours per week.**

421. INTERNSHIP I IN SECONDARY PHYSICAL EDUCATION

0 hours credit

Focuses on the practice of teaching in the secondary school setting. Upon the completion of this course, candidates will be able to demonstrate successful teaching strategies in secondary school. A one day per week practical teaching experience at the 6-12 level is required. During this experience, each candidate will assist and teach multiple lessons. Credit may not be received for both SCED 339 and PHED 421. **Prerequisite:** Admission to professional teacher education program. **Corequisites:** PHED 410, 411, 420, SCED 424. **One day per week.**

470. INTERNSHIP II IN ELEMENTARY PHYSICAL EDUCATION

6 hours credit each

Directed student internship experience in K-12 schools under the direction of the mentor teacher and University supervision. Half the experience in elementary physical education teaching and half semester in secondary physical education. A grade of NR will be assigned to candidates who satisfactorily complete PHED 470 until successful completion of PHED 471. Credit may not be received for both EDUC 403 and PHED 470. **Prerequisites:** Admission to Professional Teacher Education Program and student teaching criteria. **Corequisites:** PHED 471, 481. *(P/F)*

471. INTERNSHIP II IN SECONDARY PHYSICAL EDUCATION

6 hours credit each

Directed student internship experience in K-12 schools under the direction of the mentor teacher and University supervision. Half the experience in elementary physical education teaching and half semester in secondary physical education. A grade of NR will be assigned to candidates who satisfactorily complete PHED 470 until successful completion of PHED 471. Credit may not be received for both EDUC 404 and PHED 471. **Prerequisites:** Admission to Professional Teacher Education Program and student teaching criteria. **Corequisites:** PHED 470, 481. **Three hours per week.** *(P/F)*

481. SEMINAR IN PHYSICAL EDUCATION

3 hours credit

Critical analysis of the decisions made by student interns in K-12 schools. Emphasis upon identifying possible solutions for problems interns face during K-12 student internship. May not receive credit for EDUC 478 and PHED 481. **Corequisites:** PHED 470, 471. *(P/F)*

PHYSICS (PHYS)

100. PHYSICS IN THE MODERN WORLD
4 hours credit
Survey of major areas of physics. Topics include motion, forces, waves, light, sound, heat, electricity, magnetism, quantum phenomena and relativity. One-semester course intended for non-science majors. Not open to students with credit in PHYS 121 or 211 or 221. **Three hours lecture, two hours laboratory per week. Meets General Education IIIA or IIIB.**

101. PHYSICAL SCIENCE
4 hours credit
Introduces students to the fundamental concepts of the physical sciences. The course will emphasize practical applications, especially those which integrate all of the natural sciences. Credit may not be received for both CHEM 101 and PHYS 101. **Prerequisite:** This course assumes an understanding of college algebra. MATH 130 is recommended. This course is for elementary education majors. **Three hours lecture, two hours laboratory per week. Meets General Education IIIA or IIIB.**

108. INTRODUCTION TO ASTRONOMY
4 hours credit
Survey of modern astronomy for non-science majors. Basic physics concepts utilized to study the night sky, light, optics and telescopes, planets, the moon and sun, stars nebulae, galaxies and the universe. Some night observations required. May not be taken for credit if student already has credit for PHYS 106. **Three hours lecture, two hours laboratory per week. Meets General Education IIIA or IIIB.**

121. GENERAL PHYSICS I
4 hours credit
Introduction to Newtonian mechanics and applications. Topics include kinematics, dynamics, rotational motion, equilibrium, conservation laws and fluids. Not intended for physics or chemistry majors. **Recommended Prerequisite:** College algebra. **Three hours lecture, two hours laboratory per week. Meets General Education IIIA or IIIB.**

123. GENERAL PHYSICS II
4 hours credit
Continuation of general physics. Topics include basic concepts of electricity and magnetism, wave motion, optics and modern physics. **Prerequisite:** PHYS 121. **Three hours lecture, two hours laboratory per week. Meets General Education IIIB.**

211. MAJOR CONCEPTS IN PHYSICS
3 hours credit
Integrated study of the major concepts of physics designed as a first course for physics and related majors. Topics drawn from classical mechanics, electromagnetism, quantum mechanics and relativity. **Corequisite:** MATH 201. **Four hours lecture/activity per week.**

221. PHYSICS I
4 hours credit
Introductory course in mechanics for students majoring in physics, chemistry and engineering. Topics include single particle kinematics and dynamics, multiparticle systems, rotational motion, oscillations, waves and sound. **Prerequisite or Corequisite:** MATH 201. **Six hours lecture/activity per week. Meets General Education IIIA and IIIB.**

223. PHYSICS II
4 hours credit
Continuation of introductory physics. Topics include: electrostatics, current and resistance, DC and AC circuit analysis, magnetic fields, induction, electromagnetic waves and geometrical and wave optics. **Prerequisite:** PHYS 221. **Prerequisite/Corequisite:** MATH 202. **Six hours lecture/activity per week.**

309. MATHEMATICAL PHYSICS
3 hours credit
Survey of the most important mathematical tools of classical physics. Topics include coordinate systems, complex algebra, matrix algebra, Fourier series and applications, differential equations (wave equation, Schrodinger's equation) and vector calculus (gradient, divergence, curl, Stoke's theorem, Green's theorem). Credit may not be received for both MATH/PHYS 309. **Prerequisites:** PHYS 223, MATH 202. **Four hours lecture/activity per week.**

311. ELECTRICAL CIRCUITS AND ELECTRONICS
4 hours credit
Survey of basic principles of electric circuits and modern electronics. Topics include AC and DC circuits, Thevenin's and Norton's theorems, transient analysis, power supplies, diodes and transistors, operational amplifiers and an introduction to circuit simulation programs. **Prerequisite:** PHYS 223. **Prerequisite/Corequisite:** MATH 311. **Three hours lecture, three hours laboratory per week.**

313. INTRODUCTION TO MODERN PHYSICS
3 hours credit
Survey of physics concepts developed since 1880. Topics include blackbody radiation, photoelectric effect, special relativity, quantization, uncertainty principle and introductory atomic, nuclear and solid state physics. **Prerequisite:** PHYS 223. **Four hours lecture/activity per week.**

314. MECHANICS
3 hours credit
Theory and application of Newtonian mechanics with an introduction to the Lagrange formalism. Major topics include kinematics and dynamics of single particles and systems of particles, rigid bodies, noninertial reference frames and the simple harmonic oscillator. **Prerequisites:** PHYS 223, 309, MATH 311. **Four hours lecture/activity per week.**

315. ELECTRICITY AND MAGNETISM
3 hours credit
Study of electricity and magnetism. Topics include Coulomb's law, electric and magnetic fields, electromagnetic induction, Maxwell's equations and an introduction to electromagnetic waves. **Prerequisites:** PHYS 223, 309, MATH 311. **Four hours lecture/activity per week.**

316. INTRODUCTION TO QUANTUM MECHANICS
3 hours credit
Introduction to the principles of quantum mechanics. Topics include wave mechanics, Schrodinger's equation, Fourier techniques, operator formalism, correspondence and uncertainty principles, harmonic oscillator and hydrogen atom. **Prerequisites:** PHYS 309, 313, 314. **Four hours lecture/activity per week.**

317. ASTROPHYSICS AND STELLAR ASTRONOMY
3 hours credit
Physical and mathematical principles applied to the study of astronomy, binary stars, stellar structure and evolution, galactic and extragalactic astronomy, quasars and cosmology. No prior knowledge of astronomy required. **Prerequisites:** PHYS 223, 309. **Four hours lecture/activity per week.**

318. SEMICONDUCTOR PHYSICS
3 hours credit
Mathematical treatment of the theory of conduction in solids with particular attention to semiconductors. Topics include band theory of solids, conduction in metals and crystals, intrinsic and extrinsic semiconductors, two-terminal and three-terminal devices. **Prerequisites:** PHYS 309, 313, MATH 311. **Four hours lecture/activity per week.**

319. THERMODYNAMICS AND STATISTICAL MECHANICS
3 hours credit
Introduction to statistical mechanics and thermodynamics. Topics include laws of thermodynamics, paramagnetism, heat capacity of solids, perfect classical gas, phase equilibria and perfect quantal gas. **Prerequisites:** PHYS 309, 314. **Three hours per week.**

320. WAVE OPTICS
3 hours credit
Study of light as a wave phenomenon. Topics include nature of light, propagation, reflection, refraction, interference, diffraction, lasers and holography. **Prerequisites:** PHYS 223, 309, MATH 311. **Four hours lecture/activity per week.**

321. ANALOG ELECTRONICS
3 hours credit
Study of analog electronic devices and systems. Topics include operational amplifiers, active filters, oscillators and function generators, linear integrated circuits. **Prerequisite:** PHYS 311. **Four hours lecture/activity per week.**

322. DIGITAL ELECTRONICS
4 hours credit
Study of the basic concepts of digital electronics, with emphasis on modern TTL and CMOS integrated circuits. Topics include gates, combinational and sequential logic circuits, flip-flops, counters, shift registers, multiplexers, decoders and multivibrators. Credit may not be received for both PHYS 322 and COSC 250. **Prerequisite:** PHYS 223. **Three hours lecture, three hours laboratory per week.**

395. INTERMEDIATE PHYSICS RESEARCH
3 hours credit
Intermediate level, individual research project in physics under supervision of a member of the faculty. Written report and seminar presentation required. May be repeated for up to six credits. **Prerequisites:** Eight credits of physics and departmental approval. **Six hours per week.**

399. INTERMEDIATE SPECIAL TOPICS IN PHYSICS
1-3 hours credit
Study of specific area of physics at the sophomore or junior level. Topic varies semester to semester. May be repeated for up to six credits. **Prerequisite:** Permission of instructor. **One to three hours lecture per week or lab-lecture equivalent.**

407. SENIOR LABORATORY
3 hours credit
Exploration of physics through experimentation. Topics include atomic, nuclear and solid state physics; electricity and magnetism, mechanics, optics; and thermodynamics. **Prerequisites:** PHYS 311, 313. **Four hours lecture/activity per week.**

410. ADVANCED MATHEMATICAL PHYSICS
3 hours credit
Survey of advanced mathematical topics used in physics, including linear operators, functions of a complex variable, partial differential equations, Hilbert spaces and group theory. **Prerequisites:** PHYS 309, MATH 311. **Four hours lecture/activity per week.**

413. COMPUTER ARCHITECTURE AND INTERFACING
3 hours credit
Architecture, programming and interfacing of one or two representative processors. Instruction sets and assembly language programming. Interfacing of memory and support chips such as USART. Programmable controllers, timers and peripheral I/O devices. Serial and parallel port interfacing. **Prerequisites:** PHYS 311, 322. **Four hours lecture/activity per week.**

414. ADVANCED MECHANICS
3 hours credit
Advanced study of Newtonian mechanics based on concepts introduced in PHYS 314. Topics include Lagrangian and Hamiltonian formalism, calculus of variations, rigid bodies, small oscillations, fluid mechanics. **Prerequisite:** PHYS 314. **Three hours per week.**

450. INTERNSHIP/CO-OP IN PHYSICS
3 hours credit
Work experience in which qualified students use knowledge of physics in a professional setting. Students summarize experiences in written reports with seminar presentations. **Prerequisites:** Twenty-four hours of physics, permission of department chair. **Six hours per week.**

470. SENIOR SEMINAR
1 hour credit
Senior seminar for physics majors. Introduction to research practices. Preparation for PHYS 475 or PHYS 490 projects. **Prerequisite:** 30 hours of physics or departmental approval. **One hour per week.**

475. CAPSTONE DESIGN PROJECT
2 hours credit
Application of classroom learning to a real-world problem. Projects involve application of electronics and computers: e.g. robotics, CAD/CAM, microcontrollers, environmental monitoring, DSP, ASIC design, microwave and communication circuits, mechatronics and process control. **Prerequisites:** PHYS 413 and 470, or permission of instructor.

490. RESEARCH IN PHYSICS
2 hours credit
Research project in one of the areas of physics chosen, designed and carried out by student with the advice and approval of a faculty member. Actual work may be carried out at off-campus sites. Written report, seminar presentation required. **Prerequisites:** PHYS 470 and 40 credits of physics (or senior standing) and department chair approval.

499. SPECIAL TOPICS IN PHYSICS
1-3 hours credit
Study of a specific advanced area of physics. Topic varies semester to semester. May be repeated for up to six credits. **Prerequisite:** Senior standing and department chair approval. **One to three hours lecture per week or lab-lecture equivalent.**

590. SPECIAL TOPICS IN PHYSICS EDUCATION
3 hours credit
Study of specific area of physics and physics education. This physics education course is aimed primarily at in-service teaching professionals wanting to enhance their knowledge of basic physics principles and phenomena and do so by exploring best practice pedagogical inquiry-based instruction techniques. Topics vary from semester to semester. May be taken twice for credit under different subtitles. **Three hours per week.**

POLITICAL SCIENCE (POSC)

101. INTRODUCTION TO POLITICS AND GOVERNMENT
4 hours credit
Introduction to the study of political science that discusses the nature of politics, the role of government in society and the processes involved in the governing of humans. **Three hours per week with enhancement. Meets General Education IIB.**

102. CONTEMPORARY ISSUES
4 hours credit
Examines how the American political system responds to major issues facing the nation. The politics of recent issues such as civil rights, Watergate, the environment and the energy crisis, along with current issues, discussed in detail. **Three hours per week with enhancement. Meets General Education IIB.**

110. AMERICAN NATIONAL GOVERNMENT
4 hours credit
Comprehensive examination of the American political process which analyzes the role of the Constitution, the organization and function of the presidency, Congress, Supreme Court, political parties and interest groups and the distribution of power within American society. **Three hours per week with enhancement. Meets General Education IIB.**

200. POLITICAL IDEOLOGIES
4 hours credit
Analysis of political ideologies, emphasizing their role as both justifications for and radical critiques of existing social, economic and political structures and processes. Covers a number of ideologies, including fascism, liberalism, socialism and communism. **Three hours per week with enhancement. Meets General Education IIB.**

202. STATE AND LOCAL GOVERNMENT IN THE UNITED STATES
4 hours credit
Examination of state and local governments in terms of how political power is organized and policies adopted. Focuses on forms of governing that encourage citizen participation. **Three hours per week with enhancement. Meets General Education IIB.**

204. TOPICS IN POLITICAL SCIENCE
4 hours credit
Analysis of recent international or national issues which helps students understand the complex contemporary political environment. May be taken twice under different course titles. **Three hours per week with enhancement. Meets General Education IIB.**

210. INTRODUCTION TO INTERNATIONAL RELATIONS
4 hours credit
Introduces students to contemporary issues in world affairs: state creation and "failed" states, balance of power, wars, nuclear proliferation and arms control. Addresses global trade, monetary, development and environmental problems, as well as regional integration and the role of the World Bank and MNCs. Examines the use of international law, diplomatic negotiation and the UN to resolve international conflicts. **Three hours per week with enhancement. Meets General Education IIB.**

213. WAR AND PEACE IN THE MIDDLE EAST
4 hours credit
Introduction to the causes of interstate conflict in the Middle East and to the opportunities for peace in the region. Examines the impact of Great Power competition, the regional balance of power, the rise of religious fundamentalism and the struggle for control of resources. Includes an analysis of the Arab-Israeli conflict, as well as other examples of conflict and accommodation in the region. **Prerequisite:** POSC 101 or 110 or 210. **Three hours per week with enhancement.**

215. AMERICAN FOREIGN POLICY
4 hours credit
Emphasizes areas of foreign policy: the individuals, organizations and procedures involved in foreign policy making; the major approaches of U.S. foreign policy; and current issues. **Three hours per week with enhancement. Meets General Education IIB.**

230. JUDICIAL PROCESS AND POLITICS
4 hours credit
Examines the structure and role of courts in the American political process. State and federal court systems and the role of judges are explored. Emphasis is on how courts function within the legal and political environment while acting as policy makers. **Three hours per week with enhancement.**

300. METHODS OF EMPIRICAL POLITICAL ANALYSIS
4 hours credit
Focuses on student-developed research projects that utilize the scientific method and the collection and analysis of quantitative data, especially public opinion polls. The use of computers and statistics in political science research emphasized. **Prerequisites:** POSC 101 or 110, junior standing. **Three hours lecture, one two-hour laboratory per week.**

301. POLITICAL PARTIES AND PRESSURE GROUPS
4 hours credit
Descriptive and analytical examination of American political parties and pressure groups with attention to political socialization and voting behavior. **Prerequisite:** POSC 101 or 110. **Three hours per week with enhancement.**

310. COMPARATIVE EUROPEAN GOVERNMENT
4 hours credit
Comparative study of the government systems, political processes, leadership, political parties, elections and current political issues in Britain, France and Germany and an overview of the European community. **Prerequisite:** POSC 101 or 110 or 210. **Three hours per week with enhancement.**

311. COMPARATIVE GOVERNMENT OF DEVELOPING NATIONS
4 hours credit
Comparative study of the historical backgrounds, ideological foundations, leadership, opposition groups, political processes and current issues in the governmental systems of selected developing countries. **Prerequisite:** POSC 101 or 110 or 210. **Three hours per week with enhancement.**

313. COMPARATIVE POLITICS OF THE MIDDLE EAST
4 hours credit
Examines the conditions and variables that affect the content and conduct of politics within the states of the Middle East with an emphasis on the impact of socioeconomic factors, culture, religious belief systems, gender roles, ethnic and national identities, secular ideologies, and foreign penetration upon political behavior in the region. **Prerequisite:** POSC 101 or 110 or 210. **Three hours per week with enhancement.**

315. THE PRESIDENCY IN AMERICAN POLITICS
4 hours credit
Helps students develop a deeper understanding of the American presidency's relationship to other governmental and nongovernmental institutions in the American political system. Particular attention paid to the implications and consequences of these relationships for democratic society. **Prerequisite:** POSC 101 or 110. **Three hours per week with enhancement.**

320. PUBLIC POLICY ANALYSIS
4 hours credit
In-depth study of the governmental decision-making process within the American federal government. Provides students with an explanation of the primary governmental activities associated with the basic steps in the policy-making process. Some of these steps include policy formulation, implementation and evaluation. **Prerequisite:** POSC 101 or 110. **Three hours per week with enhancement.**

330. AMERICAN CONSTITUTIONAL DEVELOPMENT
4 hours credit
Study of the principles, nature and meaning of the U.S. Constitution as determined by the holdings and opinion of the Supreme Court. Emphasis on the historical development of the Constitution and a study and analysis of the U.S. court system, judicial review, separation of powers, commerce powers and powers of Congress and the president. **Prerequisite:** POSC 101 or 110. **Three hours per week with enhancement.**

340. POLITICAL SCIENCE INTERNSHIP
3-9 hours credit
Helps students learn about political behavior and policy problems as participant-observers in a government organization at the national, state or local level. May be taken three times for a total of nine credits. **Prerequisites:** POSC 101 or 110, permission of instructor. *(P/F)*

341. POLITICAL SCIENCE INTERNSHIP SEMINAR
3 hours credit
Places an intern's work experience within a broader, analytical perspective. Interns thoroughly examine existing research on the relevant governmental agency and relate the findings of this research to their own internship experiences. Designed to be taken with POSC 340. **Prerequisites:** POSC 101 or 110, permission of instructor.

360. ENVIRONMENTAL POLICY
4 hours credit
Overview of national and global environmental policies in the U.S. Examines individual policies including their content, their adoption, the regulatory process and their effect on environmental quality. Role of the political actors and the political process in environmental policy-making explored. **Prerequisite:** Junior standing. **Three hours per week with enhancement. Meets General Education IIB.**

370. DEMOCRACY
4 hours credit
Explores both the idea of democracy and its possibilities for realization in human society. Advocates and critics of democracy, both old and contemporary, are examined. **Prerequisite:** POSC 101 or 110. **Three hours per week with enhancement.**

390. INTERNATIONAL FIELD STUDY
4-8 hours credit
On-site study of the politics, history, economy and culture of selected countries. Work in the field preceded by pre-tour lectures and readings. May be repeated once for credit. Number of credits offered to be determined by the department.

399. HONORS INTERDISCIPLINARY
4 hours credit
Examines topics of broad trans-disciplinary scope and interest in conjunction with one or more other departments. **Three hours per week with enhancement.**

401. POLITICAL THEORY
4 hours credit
Survey of political thought based on the analysis of ideas of modern theorists, including the historical setting of major theories, their impact on political institutions and social changes and their contemporary significance. **Prerequisite:** POSC 101 or 110. **Three hours per week with enhancement.**

408. POLITICAL VIOLENCE AND TERRORISM
4 hours credit
Investigates the political, social, cultural, economic and psychological roots of several types of political violence: international terrorism, state terrorism, inter-communal and secessionist violence, genocide, revolution and civil war. For each type of violence, the course examines theories that explain the cause of violence and case examples from historical experience. **Prerequisite:** Junior standing. **Three hours per week with enhancement.**

409. CAUSES OF WAR
4 hours credit
Explores theoretical explanations of international conflict. Major questions addressed are: What are the primary causes of war? How may war be prevented? **Prerequisite:** Junior standing. **Three hours per week with enhancement. Meets General Education IIB.**

411. INTERNATIONAL LAW
4 hours credit
Survey of the general principles and specific rules of international law as well as its recent trends and its relations to other aspects of international affairs. **Prerequisite:** POSC 101 or 110 or 210. **Three hours per week with enhancement.**

413. INTERNATIONAL POLITICAL ECONOMY
4 hours credit
Examines the most important economic issues in the current global economy and compares and contrasts liberal, statist and Marxist theories of international political economy. Topics include the debate over globalization, the formation and operation of regional economic blocks, the goal of sustainable development and the challenge of transition in post-socialist societies. **Prerequisite:** POSC 101 or 110 or 210. **Three hours per week with enhancement.**

415. THE UNITED NATIONS SYSTEM
4 hours credit
Examines the history and evolution of the UN system. Focuses on the role of the UN in settling international disputes, providing international order and security, promoting decolonization, promoting human and political rights, and providing for economic and social development around the world. **Prerequisite:** POSC 101 or 110 or 210. **Three hours per week with enhancement.**

417. RUSSIA AND THE SOVIET UNION
4 hours credit
Political development of Russia from the Bolshevik Revolution and Stalinism through the Gorbachev period and collapse of the U.S.S.R. Emphasis on government structure, parties, ideology, political conflict and change. Exploration of political, social, economic, environmental and foreign policy problems of the new Russian state. **Prerequisite:** POSC 101 or 110 or 210. **Three hours per week with enhancement.**

430. THE CONGRESS IN AMERICAN POLITICS
4 hours credit
Analysis of the structural characteristics and functions of the United States Congress. Factors influencing congressional decision making and the importance of Congress in American political process discussed. **Prerequisite:** POSC 101 or 110. **Three hours per week with enhancement.**

440. PUBLIC ADMINISTRATION
4 hours credit
Study of the basic characteristics of modern American governmental bureaucracies, as well as the important issues public administrators face. Exploration of administrative and organizational theories. **Prerequisite:** POSC 101 or 110. **Three hours per week with enhancement.**

450. CIVIL RIGHTS AND LIBERTIES
4 hours credit
Explores civil rights and liberties of the individual under the

United States constitution, including freedom of religion, speech, press, right to privacy, and race and sex discrimination. **Prerequisite:** POSC 101 or 110. **Three hours per week with enhancement.**

460. ENVIRONMENTAL LAW
4 hours credit

Introduction to the legal system and principles of environmental law. Explores the nature and sources of environmental problems, evolution of the law and the legal system's response to environmental problems. Examines laws, regulations and court decisions designed to control specific environmental problems; protect public health, safety and resources; and provide international environmental controls. Students use the case study method of legal analysis. **Prerequisite:** Junior standing. **Three hours per week with enhancement.**

480. STUDIES IN POLITICAL SCIENCE
4 hours credit

Intensive study of a specialized area of inquiry within the major subfields of political science: American government, international relations, comparative government, political theory and public policy. May be taken twice under different subtitles. **Prerequisites:** POSC 101 or 110, junior/senior class standing. **Three hours per week with enhancement.**

490. INDIVIDUAL RESEARCH
1-4 hours credit

Advanced students pursue their own research project under the direction of a faculty member, or assist a faculty member in a research project. Involves in-depth reading program or the collection and analysis of data from primary sources. May be repeated for a maximum of six credits with faculty approval; credit beyond three hours requires approval of the department chair.

501. POLITICAL THEORY
3 hours credit

Survey of political thought based on the analysis of ideas of modern theorists, including the historical setting of major theories, their impact on political institutions and social changes and their contemporary significance. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

509. CAUSES OF WAR
3 hours credit

Explores theoretical explanations of international conflict. Major questions addressed are: What are the primary causes of war? How may war be prevented? **Three hours per week.**

511. INTERNATIONAL LAW
3 hours credit

Survey of the general principles and specific rules of international law as well as its recent trends and its relations to other aspects of international affairs. **Prerequisite:** POSC 101 or 110 or 210. **Three hours per week.**

515. THE UNITED NATIONS SYSTEM
3 hours credit

Examines the history and evolution of the UN system. Focuses on the role of the UN in settling international disputes, providing international order and security, promoting decolonization, promoting human and political rights, and providing for economic and social development around the world. **Prerequisite:** POSC 101 or 110 or 210. **Three hours per week.**

517. RUSSIA AND THE SOVIET UNION
3 hours credit

Political development of Russia from the Bolshevik Revolution and Stalinism through the Gorbachev period and collapse of the U.S.S.R. Emphasis on government structure, parties, ideology, political conflict and change. Exploration of political, social, economic, environmental and foreign policy problems of the new Russian state. **Prerequisite:** POSC 101 or 110 or 210. **Three hours per week.**

530. THE CONGRESS IN AMERICAN POLITICS
3 hours credit

Analysis of the structural characteristics and functions of the United States Congress. Factors influencing congressional decision making and the importance of Congress in American political process discussed. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

540. PUBLIC ADMINISTRATION
3 hours credit

Study of the basic characteristics of modern American governmental bureaucracies, as well as the important issues public administrators face. Exploration of administrative and organizational theories. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

580. STUDIES IN POLITICAL SCIENCE
3 hours credit

Intensive study of a specialized area of inquiry within the major subfields of political science: American government, international relations, comparative government, political theory and public policy. May be taken twice under different subtitles. **Prerequisite:** POSC 101 or 110. **Three hours per week.**

590. INDIVIDUAL RESEARCH
1-3 hours credit

Advanced students pursue their own research project under the direction of a faculty member, or assist a faculty member in a research project. Involves in-depth reading program or the collection and analysis of data from primary sources. May be repeated for a maximum of six credits with faculty approval; credit beyond three hours requires approval of the department chair.

PSYCHOLOGY (PSYC)

101. GENERAL PSYCHOLOGY
3 hours credit

Survey of general principles underlying human behavior including study of the nervous system, perception, learning, emotion and personality. Experimental findings are applied to practical situations. **Three hours per week. Meets General Education IIB.**

211. PSYCHOLOGY AND SCIENTIFIC INFERENCE
3 hours credit

Designed for psychology majors. Topics include principles of experimental design, logic of hypotheses testing, reasoning through issues in psychology and effective critical thinking. **Prerequisite:** PSYC 101. **Three hours per week.**

215. PSYCHOLOGY APPLIED TO DAILY LIVING
3 hours credit

Designed to help students use psychology in their everyday lives so that they may understand and influence their own behavior and the behavior of others. Methods and techniques of behavior change discussed. **Prerequisite:** PSYC 101. **Three hours per week.**

220. PSYCHOLOGICAL STATISTICS
3 hours credit

Methods of design of psychological experiments and analysis of data. **Prerequisite/Corequisite:** PSYC 211. **Three hours per week.**

300. DEVELOPMENTAL PSYCHOLOGY
3 hours credit

Survey of the characteristics of and theories explaining the physical, intellectual, social and emotional development of individuals throughout the life span. **Prerequisite:** PSYC 101. **Three hours per week.**

301. BIOLOGICAL BASIS OF BEHAVIOR
3 hours credit

Introduction to the biological basis of behavior with emphasis on the anatomy and physiology of nerve cells and the nervous system, the effects of drugs on the nervous system, and other introductory topics. **Prerequisites:** PSYC 101, 211. **Three hours per week.**

302. ABNORMAL PSYCHOLOGY
3 hours credit

Survey of the etiology, diagnosis and prognosis of neuroses, psychoses, psychosomatic disorders, transient situational maladjustments and personality disorders, with discussions of various treatment approaches. **Prerequisite:** PSYC 101. **Three hours per week.**

304. EXPERIMENTAL PSYCHOLOGY
4 hours credit

Study of the experimental method and its application to psychological research in both animals and humans. **Prerequisites:** PSYC 211, 220. **Three hours lecture, two hours laboratory per week.**

305. PSYCHOLOGY OF LEARNING
3 hours credit

Survey of the basic experimental facts and research related to learning. **Prerequisite:** PSYC 211. **Three hours per week.**

306. SOCIAL PSYCHOLOGY
3 hours credit

Study of group behavior of humans with emphasis on the relation of the individual to the group. Mass reaction and judgement, group control and group influence on the individual area considered. **Prerequisites:** PSYC 101, 211. **Three hours per week.**

313. DRUGS AND BEHAVIOR
3 hours credit

Examination of the use and misuse of drugs, both legal and illegal, from biological, historical, psychological, and social perspectives. **Prerequisite:** PSYC 101. **Three hours per week.**

320. PSYCHOLOGY OF INFANCY AND CHILDHOOD
3 hours credit

In-depth study of the implications of and issues surrounding the physical, intellectual, social and emotional development of children from conception to adolescence. **Prerequisites:** PSYC 101. **Three hours per week.**

321. PSYCHOLOGY OF ADOLESCENCE
3 hours credit

Study of physical, emotional and social development of the adolescent. **Prerequisite:** PSYC 101. **Three hours per week.**

322. PSYCHOLOGY OF AGING
3 hours credit

Study of selected topics in human development from early adulthood through old age. **Prerequisite:** PSYC 101. **Ten hours of volunteer work with the elderly per semester, three hours per week.**

323. PSYCHOLOGY OF DEATH AND DYING
3 hours credit

Exploration of attitudes and behaviors related to death. Topics include the dying patient, suicide, bereavement, ethical issues, the funeral, etc. Emphasis on developing an understanding of self and death. **Prerequisite:** PSYC 101. **Three hours per week.**

325. PSYCHOLOGY OF SEXUALITY
3 hours credit

Introduction to the psychological theories and social research concerning human sexuality. Topics include gender roles, sexual attitudes and mores, sexual health, sexual abuse and other current issues. **Prerequisite:** PSYC 101. **Three hours per week.**

333. EFFECTIVE PARENTING
3 hours credit

Offers practical techniques for dealing with children, including effective communication with children of all ages and techniques for coping with inappropriate behavior in children. **Prerequisite:** PSYC 101. **Three hours per week.**

334. PSYCHOLOGY OF WOMEN
3 hours credit

Study of sex roles, sex differences, the causes of psychological problems of women and some methods of coping with the rapidly changing roles of both men and women. **Prerequisite:** PSYC 101. **Three hours per week.**

335. BASIC HELPING RELATIONS
3 hours credit

Focuses on counseling as a communication process. Topics include counseling relationships, verbal/nonverbal communication, helping stages and therapeutic intervention strategies. **Prerequisite:** PSYC 101. **Three hours per week.**

336. PSYCHOLOGY OF MEN
3 hours credit

Study of the psychological effects of the cultural roles assigned to males and of the impact of the transitions confronting men in the roles they assume. **Prerequisite:** PSYC 101. **Three hours per week.**

360. CLINICAL/COUNSELING PSYCHOLOGY
3 hours credit

Introduction to methods, techniques and theories in the practice of clinical/counseling psychology in a variety of settings. Current problems and issues confronting clinical and counseling psychologists are investigated. **Prerequisite:** PSYC 101. **Three hours per week.**

375. PSYCHOLOGY AND THE LAW
3 hours credit

Focuses on the contribution of psychological theories on the legal system and the increasing use of mental health professionals in this system. Topics to be covered include a variety of issues related to ways the fields of psychology and legal studies intersect, including examining theories of crime, stages of the trial process, police training, judge and jury decision making, use of expert witnesses, the insanity defense, witness reliability and crime victims. **Prerequisite:** PSYC 101, junior or senior status is suggested. **Three hours per week.**

401. PHYSIOLOGICAL PSYCHOLOGY
3 hours credit

Presentation of advanced topics on physiological psychology including the morphological, neurochemical and physiological bases of behavior. Students may not receive credit for both PSYC 312 and 401. **Prerequisites:** PSYC 211, 301. **Three hours per week.**

402. CHILDHOOD DISORDERS
3 hours credit

A developmental study of behavior problems in children and adolescents, ranging from mild personality disorders to psychoses. Special consideration is given to identification of risk factors related to physiological, cognitive, affective and social influences on behavior. Course focuses on description, etiology and treatment of childhood disorders. **Prerequisite:** PSYC 101. **Three hours per week.**

403. MEASUREMENT AND EVALUATION IN PSYCHOLOGY
3 hours credit
Coverage of correlational techniques, reliability and validity. Psychological tests and questionnaires considered in terms of their measurement assumptions and utility. **Prerequisite:** PSYC 220 or permission of instructor. **Three hours per week.**

406. PSYCHOLOGY OF ATTITUDES AND ATTITUDE CHANGE
3 hours credit
Concerned with how attitudes are formed, measured and changed. Emphasis on the classical theories and new approaches to attitude formulation and change. **Prerequisite:** PSYC 306 or permission of instructor. **Three hours per week.**

407. PSYCHOLOGY OF PERSONALITY
3 hours credit
Survey of major theoretical approaches to the origin and development of human personality. **Prerequisite:** PSYC 101. **Three hours per week.**

408. HISTORY AND SYSTEMS IN PSYCHOLOGY
3 hours credit
Study of basic integrating theories of psychology. **Prerequisites:** PSYC 211, junior standing. **Three hours per week.**

409. ENVIRONMENTAL PSYCHOLOGY
3 hours credit
Study of the effects of the environment on human behavior. Consideration given to such topics as organizational structure and climate, architecture, population density and urban stress. **Prerequisite:** PSYC 101. **Three hours per week.**

410. MULTICULTURAL ISSUES
3 hours credit
A study of the psychological impact of major cultural groups on the behavior, attitudes, thoughts and beliefs of individuals. **Prerequisites:** PSYC 101 and junior status. **Three hours per week.**

415. MOTIVATION AND EMOTION
3 hours credit
Survey of experimental findings and theory of processes that energize and direct behavior. **Prerequisites:** PSYC 211, 301. **Three hours per week.**

423. DEVELOPMENTAL DISABILITIES
3 hours credit
Study of children who vary from the norm, including those with physical disabilities, mental disabilities and socio-emotional disturbances. **Prerequisite:** PSYC 320. **Three hours per week.**

430. APPLIED BEHAVIOR ANALYSIS
3 hours credit
Provides both a theoretical and data driven approach to behavioral engineering in the areas of industry, sports, education and behavior change in the areas covered under clinical psychology. **Prerequisite:** PSYC 101. **Three hours per week.**

445. COGNITIVE PSYCHOLOGY
3 hours credit
Study of human cognitive processing. Topics include perception, attention, memory, problem solving, language, reasoning and decision making. **Prerequisite:** PSYC 211. **Three hours per week.**

446. FUNDAMENTALS OF HUMAN NEUROPSYCHOLOGY
3 hours credit
Introduction to brain/behavior relationships with emphasis on patients with known brain damage. Examines types of brain damage, related loss of function, neuropsychological assessment and course of recovery. **Prerequisites:** PSYC 301, junior status. **Three hours per week.**

450. SENSATION AND PERCEPTION
3 hours credit
Study of human sensory and perceptual systems with emphasis on vision. Perception treated from a physiological, behavioral and cognitive point of view. **Prerequisites:** PSYC 211, 301. **Three hours per week.**

481. HEALTH PSYCHOLOGY/ BEHAVIORAL MEDICINE
3 hours credit
A scientific, research-based examination of the ways in which psychological factors may relate to physical health and disease, including behavioral and emotional protective and risk factors for disease from a biopsychosocial perspective. Students will explore the psychological consequences of physical disease and disability, as well as common intervention approaches within clinical health psychology and behavioral medicine. Designed for psychology majors and students in the health sciences who have an understanding of basic psychological principles. **Prerequisite:** PSYC 101, junior or senior status is suggested. **Three hours per week.**

482. NATURE-NURTURE ISSUES
3 hours credit
A critical review and analysis of the classic argument involving influences on developmental outcomes. Questions of trait origin and consistency will be discussed. Students will read primary articles and texts covering diverse perspectives on the role of genes and the environment. Some of the concepts to be covered include: determinism, dynamic systems theory, epigenesis, genotype-phenotype, heritability, interactionism, ontogeny and phylogeny, reductionism, and stability versus variability. **Prerequisites:** PSYC 101 and junior status. **Three hours per week.**

485. PSYCHOLOGY PRACTICUM
3 hours credit
Provides psychology majors with training experience in a variety of clinical settings. Students may earn no more than six hours in undergraduate practicum courses. **Prerequisites:** Junior psychology majors only and permission of instructor. **Minimum of two hours per week supervision, eight hours per week of field work.** *(P/F with pass equivalent to C or better.)*

490. INDIVIDUAL DIRECTED STUDY
1-3 hours credit
Enables advanced students to pursue, through observation, experimentation or library research, a topic of their choosing. May be repeated for a maximum of six credits. **Prerequisite:** Permission of department chair.

495. SELECTED TOPICS IN PSYCHOLOGY
1-3 hours credit
Intensive study in a psychological therapeutic technique, person, developmental period or theory. May be repeated in different areas of study for a maximum of six hours credit. **Prerequisite:** PSYC 101.

497. RESEARCH IN PSYCHOLOGY
3 hours credit
Designed to introduce students to independent, original inquiry in questions of and mental processing using the scientific method. The course requires literature review, development of a hypothesis, selection of an appropriate research method, data collection and analysis, and research report writing under the close supervision of a faculty mentor. Findings will be reported at a public, scientific forum. **Prerequisites:** PSYC 304, junior status, permission of faculty mentor. May be repeated for a maximum of six credits.

531.THESIS
Three hours credit.

RESPIRATORY THERAPY (RESP)

210. FOUNDATION STUDIES IN RESPIRATORY THERAPY
3 hours credit
Introduction to respiratory therapy with emphasis on the physiologic basis of respiratory care. Covers basic principles, procedures and practices utilized in the profession. **Three hours per week.**

300. SPECIAL TOPICS IN RESPIRATORY CARE
1-4 hours credit
Study of a selected area of respiratory care. Topic may vary semester to semester. Provides opportunity for curriculum innovation or meeting the special needs or interests of students. May be taken twice for credit under different subtitles. **Prerequisite:** Sophomore standing or permission of instructor.

301. PATIENT CARE PROCEDURES
4 hours credit
Introduction to basic respiratory therapy procedures commonly utilized in providing patient care. Opportunity for practicing selected skills provided in the respiratory care laboratory. **Prerequisites:** Junior status, completion of General Education requirements, or permission of instructor. **Corequisites:** RESP 302, 303. **Three hours lecture, two hours laboratory per week.**

302. BASIC RESPIRATORY PROCEDURES/ CLINICAL PRACTICUM
5 hours credit
Provides basic skills necessary for the application of medical gases, aerosol and humidity therapy, chest physiotherapy, airway management, incentive spirometry, intermittent positive pressure breathing, arterial blood gases, and cleaning and sterilization. **Prerequisite:** Permission of program director. **Supervised experience: one hour lecture, nine hours clinical practice per week.**

303. CARDIOPULMONARY PHYSIOLOGY
3 hours credit
Study of cardiopulmonary physiology with emphasis on fluid and electrolyte balance, carbon dioxide and oxygen transport, acid-base regulation and the clinical significance of each. **Prerequisite:** Permission of the program director. **Three hours per week.**

304. CARDIOPULMONARY DISEASE
3 hours credit
Provides a pathophysiological presentation of cardiopulmonary disease and gives the student practitioner an understanding of disorders of cardiopulmonary structure and function as related to the clinical setting. A symptom/problem-based focus along with the development of decision trees and algorithms will assist students in understanding the pathophysiology of cardiopulmonary problems. This approach will provide the core of basic sciences and merge it with clinical subjects to reinforce learning through the acquisition of critical thinking skills based on broad, yet specific understanding of the clinical and pathologic aspects of cardiopulmonary dysfunction. **Prerequisite:** RESP 303 with C or better, or permission of instructor. **Three hours per week.**

321. ADVANCED RESPIRATORY CARE
4 hours credit
In-depth study of topics related to respiratory therapy in the critical care setting with laboratory experiences. Emphasis on mechanical ventilation, airway management, cardiopulmonary monitoring and cardiopulmonary assessment. **Three hours lecture, two hours laboratory per week.**

322. PHARMACOLOGY
3 hours credit
Investigation of pharmaceutical preparations employed in current medical practice with emphasis on those relevant to the respiratory care practitioner. **Prerequisites:** RESP 301, 302, 303 with C or better, or permission of instructor. **Three hours per week.**

323. CLINICAL PRACTICUM II
5 hours credit
Supervised clinical experience in a variety of critical and non-critical settings designed to reinforce primary skills and develop secondary skills necessary for the practice of respiratory care. **Prerequisites:** Junior standing, RESP 210, 301, 302, 303 with C or better, or permission of instructor. **Supervised experience: one hour lecture, nine hours clinical practice per week.**

400. FUNDAMENTALS OF RESPIRATORY CARE RESEARCH
2 hours credit
Introduction to the fundamentals of research related to the profession of respiratory care. The course is designed to enhance communication skills of undergraduate respiratory therapy students for the purpose of writing and presenting research related to respiratory care. **Prerequisite:** Senior status or permission of instructor. **Two hours per week.**

401. NEONATAL AND PEDIATRIC RESPIRATORY CARE
4 hours credit
Survey of current techniques employed in the respiratory treatment of children from birth through adolescence. Special attention to neonatal physiology and abnormalities requiring respiratory care and to the pulmonary significance of select childhood diseases. Certifications in Neonatal Resuscitation and Pediatric Advanced Life Support are included. **Prerequisite:** Senior standing or permission of instructor. **Three hours lecture, two hours laboratory per week.**

402. CARDIOPULMONARY DIAGNOSTICS AND REHABILITATION
4 hours credit
Study of the theory and techniques of cardiopulmonary diagnostic procedures, interpretations and clinical applications, as well as an overview of rehabilitative respiratory care techniques. **Prerequisites:** Senior standing, RESP 301, 302, 303, 304, 321, 322, 323 with C or better or permission of instructor. **Three hours lecture, three hours clinical practice per week.**

403. CLINICAL PRACTICUM III
5 hours credit
Supervised clinical experience in critical settings with special rotations through areas focusing on intensive care techniques and neonatal/pediatric respiratory care. **Prerequisites:** Senior standing, RESP 301, 302, 303, 304, 321, 322, 323 with C or better or permission of instructor. **Supervised experience: one hour lecture, nine hours clinical practice per week.**

404. MANAGEMENT PRACTICES IN HEALTH SERVICES
3 hours credit
Prepares students for managerial challenges encountered by leaders and the health care practitioners in health service organizations. Topics include managerial theory, personnel interviewing, selection and maintenance, quality control, audits and budget preparation. **Prerequisite:** Senior standing or permission of instructor. **Three hours per week.**

420. RESPIRATORY CARE SEMINAR

4 hours credit

Emphasis on the development of critical thinking skills regarding the appropriate therapy for patients receiving respiratory care. Problem-based learning, case examples, computer simulation and frequent physician input allow students to develop an enhanced understanding of the importance of appropriate respiratory care. **Prerequisites:** Senior standing, RESP 401, 402, 403, 404 with C or better or permission of instructor. **Three hours lecture, two hours laboratory per week.**

422. MANAGEMENT SPECIALIZATION

2 hours credit

Provides an in-depth study of management principles and problems as they relate to respiratory care and the management of health care services. A practical component provides experience in the hospital or other setting to gain exposure to management tasks. **Prerequisites:** Senior status; completion of RESP 400, 401, 402, 403, 404 with C or better, or permission of instructor. **One hour lecture, two hours practicum per week.**

423. EDUCATION SPECIALIZATION

2 hours credit

Designed to give the student basic fundamental knowledge of educational principles as well as experience in didactic and clinical instruction. The practical component enables students to participate in education activities that include developing instructional materials and aids for use in lecture and/or laboratory instruction. **Prerequisites.** Senior status; completion of RESP 400, 401, 402, 403, 404 with C or better, or permission of instructor. **One hour lecture, four hours practicum per week.**

424. CRITICAL CARE SPECIALIZATION

5 hours credit

Clinical experience in critical care areas designed to refine skills in patient assessment, data collection and clinical decision making. Patient rounds with cardiopulmonary specialists. **Prerequisites:** Senior standing, RESP 401, 402, 403 and 404 with C or better or permission of instructor. **Supervised experience: 10 hours per week.**

425. DIAGNOSTICS SPECIALIZATION

4 hours credit

Emphasis on sophisticated cardiopulmonary monitoring including airway assessment, ECG analysis, arrhythmia identification and therapeutic management of a patient in respiratory or cardiac arrest. Advanced Cardiac Life Support certification offered. **Prerequisites:** Senior standing, RESP 401, 402, 403, 404 with C or better or permission of instructor. **Three hours lecture, two hours laboratory per week.**

490. INDEPENDENT STUDY

1-3 hours credit

Intensive study in a specific area of respiratory care negotiated between student and faculty member. May be taken twice under different course subtitles. **Prerequisite:** Permission of program director. **One to three hours per week.**

RUSSIAN (RUSS)

101. ELEMENTARY RUSSIAN I

3 hours credit

Beginning spoken and written Russian with emphasis on the alphabet, sound system, basic structures of the language and contemporary culture. Any student with two or more years of high school Russian or equivalent experience is ineligible for this course without expressed permission of the instructor. **Three hours per week. Meets General Education IB.**

102. ELEMENTARY RUSSIAN II

3 hours credit

Continued development of listening, speaking, reading and writing in Russian with further study of major grammatical structures and contemporary culture. **Recommended Prerequisite:** RUSS 101 or at least one year of high school Russian. **Three hours per week. Meets General Education IB.**

201. INTERMEDIATE RUSSIAN

3 hours credit

Continued development and refinement of language skills as well as exposure to contemporary culture. **Recommended Prerequisite:** RUSS 102 or at least two years of high school Russian. **Three hours per week. Meets General Education requirement IB. Three hours per week.**

SCIENCE (SCIE)

110. INTEGRATED SCIENCE I

4 hours credit

Introduces principles common to biology, physics, chemistry, earth science and astronomy and appropriate mathematical concepts. Activities include laboratories, field experiences and computer exercises. **Six hours per week. Meets General Education IIIA or IIIB.**

210. INTEGRATED SCIENCE II

4 hours credit

Continues the SCIE 110 study of the principles of natural order through examination of the laws of conservation, energy, motion and thermodynamics. Individual and group activities include laboratories, field experiences and computer exercises. Required of MCTP students. **Prerequisite:** SCIE 110. **Six hours per week. Meets General Education IIIB.**

310. INTEGRATED SCIENCE III

4 hours credit

Continues SCIE 210 study of the principles of natural order through examination of the laws of thermodynamics, cosmic evolution and evolution of life. Individual and group activities include laboratories, field experiences and computer exercises. Required of MCTP students. **Prerequisite:** SCIE 210. **Six hours per week.**

SOCIAL SCIENCE (SOSC)

300. SOCIAL SCIENCE INTERN PROGRAM

3 hours credit

Work study program with the primary emphasis on practical experiences to be learned while working with a governmental or community agency on the local, state or national level. **Prerequisites:** Junior or senior class standing with a major in history, political science, sociology or social science and approval of directors.

400. CURRENT PROBLEMS

3 hours credit

Study made of either general or special topics of our times, considered from the historic aspect and the present social and cultural setting in which they occur. **Three hours per week.**

499. HONORS

3 hours credit

Independent study, research and conferences undertaken by social science majors for department honors at the invitation of the department. May not be taken on a pass/no credit basis. **Prerequisites:** Approval of department, 21 hours of work in social science completed, minimum 3.5 average in social sciences.

SOCIAL WORK (SOWK)

200. INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE

3 hours credit

Introduction to social work as a profession. Examination of the social welfare system as society's response to human need and structure for delivery of social services. Overview of fields of social welfare service and social work roles in each field. Twenty-five hours of volunteer service in a social agency required. **Three hours per week.**

300. HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I

3 hours credit

First course in a two-course human behavior continuum. Study of bio-psycho-social development from prenatal to young adulthood. Focus on privilege, oppression, prejudice and discrimination. Development of beginning assessment skills. **Prerequisites:** SOWK 200, BIOL 101 or 215 or 216, SOCI 101, PSYC 101, or permission of instructor. **Three hours per week.**

302. HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II

3 hours credit

Second course in a two-course human behavior continuum. Study of bio-psycho-social adult development/late adulthood and human behavior as affected by race, class, gender, age and sexual orientation. Attention to the experience of oppression and its impact on families and groups. Strategies to bring about social change in organizations and communities considered. **Prerequisites:** SOWK 200, 300 or permission of instructor. **Three hours per week.**

305. SOCIAL WELFARE POLICY

3 hours credit

Historical and analytical overview of social welfare policy in the United States. Selective examination of contemporary programs and services; analysis of policies; issues and problems; evaluation of programs and services for effectiveness. **Prerequisite:** SOWK 200 or permission of instructor. **Three hours per week.**

310. BASIC INTERVIEWING: SKILLS AND TECHNIQUES

3 hours credit

Develop basic interviewing skills for assessing, goal setting and intervention for use in home service and social work settings. Emphasis on skill application with diverse populations and student exploration of personal values and belief systems. **Prerequisite:** Junior standing. **Three hours per week.**

320. SOCIAL WORK PRACTICE I

3 hours credit

First of three practice courses preparing students for a generalist approach to social work practice. Emphasis on knowledge, values, ethics and skills needed to develop effective helping relationships. Includes basic theories for intervention with focus on micro level problem solving and basic interview skills. **Prerequisites:** SOWK 200, 300, 310. **Three hours per week.**

350. SOCIAL WORK WITH OLDER PEOPLE

3 hours credit

Study of older Americans and of the programs and policies designed to support them. Review of social work practice skills in providing direct service to older people. **Prerequisite:** SOWK 200 or permission of instructor. **Three hours per week.**

400. SOCIAL WORK PRACTICE II

3 hours credit

Second of three practice courses preparing students for a generalist approach to social work practice. Expands basic knowledge, values, ethics and skills, with emphasis on mezzo level problem solving. Includes theories and techniques for planning, assessment, intervention, evaluation and advocacy for families, treatment groups and task groups. **Prerequisites:** SOWK 320, admission to the professional program. **Corequisites:** SOWK 405, 406, 416. **Three hours per week.**

405. FIELD INSTRUCTION IN SOCIAL WORK I

3 hours credit

Supervised experience in a social welfare agency with emphasis on methods and techniques of generalist social work practice. Opportunity to apply theory and develop skills in delivery of social services. **Prerequisites:** SOWK 302, 320, admission to the professional program. **Corequisites:** SOWK 400, 406, 416. **Two working days per week.** *(P/F)*

406. FIELD INSTRUCTION SEMINAR I

1 hour credit

Weekly on-campus seminar concurrent with Field Instruction I. Small group discussion of field experience with related written assignments. **Prerequisite:** SOWK 320. **Corequisites:** SOWK 400, 405, 416. **One hour per week.**

407. FIELD INSTRUCTION IN SOCIAL WORK II

3 hours credit

Continuation of direct experience in the delivery of social services within an assigned agency. Increased emphasis on assessment, intervention and evaluation skills of generalist social work. **Prerequisites:** SOWK 400, 405, 406, 416. **Corequisites:** SOWK 408, 410 417. **Two working days per week.** *(P/F)*

408. FIELD INSTRUCTION SEMINAR II

1 hour credit

Weekly on-campus seminar concurrent with Field Instruction II. Small group discussion of field experience with related written assignments. **Prerequisites:** SOWK 400, 405, 406, 416. **Corequisite:** SOWK 407, 410, 417. **One hour per week.**

410. SOCIAL WORK PRACTICE III

3 hours credit

Third of three practice courses preparing students for a generalist approach to social work. Expands basic knowledge, values, ethics and skills, with emphasis on macro level problem solving and policy advocacy. **Prerequisite:** SOWK 400, 405, 406, 416. **Corequisites:** SOWK 407, 408, 417. **Three hours per week.**

416. SOCIAL WORK RESEARCH I

3 hours credit

The first of two courses in social work and evaluation research. Emphasis on understanding the development and use of scientific knowledge and the application of that knowledge to evaluate social work interventions and program evaluation. Special attention to applied research methodologies to enhance the student's use of evidence-based social work knowledge and skills. May be repeated only once. May not receive credit for both SOWK 316 and SOWK 416. **Prerequisite:** Senior standing. **Corequisites:** SOWK 400, 405, 406. **Three hours per week.**

417. SOCIAL WORK RESEARCH II

3 hours credit

The second of two courses focused on the basic concepts and methods of scientific inquiry used to build knowledge and evaluate practice. Builds and expands upon material covered in Social Work Research I. Topics include an introduction to program evaluation, single-subject designs, data analysis, descriptive and inferential statistics, presentation of data, report writing and application of findings to practice. Special attention is given to applied research methodologies that will enhance the student's use of evidence-based interventions.

May be repeated only once with permission of the department. May not receive credit for both SOWK 317 and SOWK 417. **Prerequisites:** SOWK 416. **Corequisites:** SOWK 407, 408, 410. **Three hours per week.**

450. SOCIAL WORK WITH FAMILIES AND CHILDREN

3 hours credit

Survey of child welfare services and examination of current policies in social work for children and their families. Consideration of practice issues in protective services, in-home services to families and substitute care including adoption and foster care. **Prerequisite:** SOWK 200 or permission of instructor. **Three hours per week.**

455. SUBSTANCE ABUSE: ISSUES AND SERVICES

3 hours credit

Study of alcohol and drug abuse. Topics include theoretical perspectives on abuse, pharmacological characteristics of commonly abused substances, and stages of dependence and addiction. Overview of societal response to substance abuse including law enforcement, treatment, rehabilitation and prevention. **Three hours per week.**

460. SOCIAL WORK IN CORRECTIONS

3 hours credit

Social work interventions in a variety of correctional settings. Focuses on professional role in court and correctional procedures within institutional and community-based programs. **Three hours per week.**

465. SOCIAL WORK IN HEALTH CARE

3 hours credit

Explores the role of social work practice in various health care settings. Emphasis on the changing concepts of health and illness. Evaluates the nature of health care organizations, funding mechanisms and ethical dilemmas in social work health care. **Three hours per week.**

470. SOCIAL WORK IN MENTAL HEALTH

3 hours credit

Investigates the role of the social work profession within the mental health delivery system utilizing a generalist social work approach. Social work and mental health concepts, policies, research methods and program development examined in social service agencies, community mental health facilities and institutional accommodations. **Three hours per week.**

475. SOCIAL WORK WITH PERSONS WHO HAVE DISABILITIES

3 hours credit

Overview of physical, social and emotional implications of disabilities within the context of generalist social work practice. Topics include sensitivity to discrimination in society, laws and services available, and personal and family adjustment to disability. **Three hours per week.**

484. SOCIAL WORK AND THE LAW

3 hours credit

Study of social welfare, family, consumer law and the legal authority of social agencies to make regulations. Guidelines for court testimony and rules of evidence presented. **Three hours per week.**

490. INDIVIDUAL DIRECTED STUDY

1-3 hours credit

Enables advanced students to pursue topics of their own choosing with the guidance and supervision of the faculty. Should not duplicate any course already offered by the department. **Prerequisite:** Senior standing.

499. SPECIAL TOPICS

1-3 hours credit

Provides opportunities for investigating special themes or issues of interest to students and the social work profession. May be repeated once under a different subtitle. **Prerequisite:** SOWK 200 or permission of instructor. **Three hours per week.**

550. SOCIAL WORK WITH FAMILIES AND CHILDREN

3 hours credit

Survey of child welfare services and examination of current policies in social work for children and their families. Consideration of practice issues in protective services, in-home services to families and substitute care including adoption and foster care. **Three hours per week.**

555. SUBSTANCE ABUSE: ISSUES AND SERVICES

3 hours credit

Study of alcohol and drug abuse. Topics include theoretical perspectives on abuse, pharmacological characteristics of commonly abused substances, and stages of dependence and addiction. Overview of societal response to substance abuse including law enforcement, treatment, rehabilitation and prevention. **Three hours per week.**

560. SOCIAL WORK IN CORRECTIONS

3 hours credit

Social work interventions in a variety of correctional settings. Focuses on professional role in court and correctional procedures within institutional and community-based programs. **Three hours per week.**

565. SOCIAL WORK IN HEALTH CARE

3 hours credit

Explores the role of social work practice in various health care settings. Emphasis on the changing concepts of health and illness. Evaluates the nature of health care organizations, funding mechanisms and ethical dilemmas in social work health care. **Three hours per week.**

570. SOCIAL WORK IN MENTAL HEALTH

3 hours credit

Investigates the role of the social work profession within the mental health delivery system utilizing a generalist social work approach. Social work and mental health concepts, policies, research methods and program development examined in social service agencies, community mental health facilities and institutional accommodations. **Three hours per week.**

575. SOCIAL WORK WITH PERSONS WHO HAVE DISABILITIES

3 hours credit

Overview of physical, social and emotional implications of disabilities within the context of generalist social work practice. Topics include sensitivity to discrimination in society, laws and services available, and personal and family adjustment to disability. **Three hours per week.**

584. SOCIAL WORK AND THE LAW

3 hours credit

Study of social welfare, family, consumer law and the legal authority of social agencies to make regulations. Guidelines for court testimony and rules of evidence presented. **Three hours per week.**

599. SPECIAL TOPICS

1-3 hours credit

Provides opportunities for investigating special themes or issues of interest to students and the social work profession. May be repeated once under a different subtitle. **Three hours per week.**

602. ETHICAL FOUNDATION OF SOCIAL WORK

2 hours credit

Focuses on the ethical issues in social work practice including a theoretical framework to examine ethical dilemmas and tools for reflections and analyses in a systematic way. **Prerequisite:** SOWK 645 or permission of department. **Two hours per week.**

605. SOCIAL WELFARE POLICY: FOUNDATIONS AND STRUCTURE

3 hours credit

Emphasis on social welfare as an institution, social work as a profession and both history and philosophy of social welfare as they have evolved and introduces the student to policy analysis. **Prerequisite:** For graduate study only. **Three hours per week.**

610. THEORETICAL ANALYSIS OF BEHAVIOR I

3 hours credit

Provides the student with an understanding of human behavior in the context of social environment. Examines the family as a social system and context for the development of individual members. Explores human development through the young adult phase of the life cycle. This course reflects social work's unique integration of theories drawn from biology, anthropology, economics, psychology and sociology in order to understand the multiple and complex influences on behavior and development. Presents several theories which explain human behavior and inform social work practice. The course explores areas of universality and difference across age, race, ethnicity, gender, social class, sexual orientation, disability and religious choice. Develop foundation assessment skills. **Prerequisite:** For graduate study only. **Three hours per week.**

616. SOCIAL WORK RESEARCH I

3 hours credit

The first of two courses in social work and evaluation research. Emphasis on understanding the development and use of scientific knowledge and the application of that knowledge to evaluate social work interventions and program evaluation. Special attention is given to applied research methodologies to enhance the student's use of evidence-based social work knowledge and skills. May be repeated only once. **Prerequisite:** Admission to graduate social work program. **Three hours per week.**

617. SOCIAL WORK RESEARCH II

3 hours credit

The second of two courses focused on the basic concepts and methods of scientific inquiry used to build knowledge and evaluate practice. Builds and expands upon material covered in Social Work Research I. Topics include an introduction to program evaluation, single-subject designs, data analysis, descriptive and inferential statistics, presentation of data and report writing, and application of findings to practice. Special attention is given to applied research methodologies that will enhance the student's use of evidence-based interventions. May be repeated only once with permission of the department. **Prerequisites:** SOWK 616. **Three hours per week.**

620. SOCIAL WORK PRACTICE I

3 hours credit

Emphasizes a generalist social work perspective for the mastery of practice theory and the development of engagement, assessment, intervention and evaluation skills related to social work practice with individuals and families. **Prerequisite:** For graduate study only. **Three hours per week.**

621. PRACTICE SKILLS LAB

1 hour credit

Focuses on developing interviewing skills for assessment planning and intervention with individuals, families and groups. Emphasis on developing counseling orientation appropriate to working with people from various backgrounds. **Prerequisites/Corequisites:** SOWK 610, 620, 640. **One hour per week.**

622. SOCIAL WORK PRACTICE II

3 hours credit

Second of three practice courses preparing students for a generalist approach to social work practice. Expands basic knowledge, values, ethics and skills, with emphasis on mezo level problem solving. Includes theories and techniques for planning, assessment and advocacy for family and small group interventions. **Prerequisites:** SOWK 620, 621. **Three hours per week.**

623. SOCIAL WORK PRACTICE III

3 hours credit

Third of three practice courses preparing students for a generalist approach to social work. Expands basic knowledge, values, ethics and skills, with emphasis on macro level problem solving. Includes theories and techniques needed for practice within an organization and/or community context. **Prerequisites:** SOWK 620, 621, 622. **Three hours per week.**

630. THEORETICAL ANALYSIS OF BEHAVIOR II

3 hours credit

Within the adult person-environment framework, this course presents social theories and data for a critical analysis of society, communities, social institutions and social organizations. The relationship among socialization, social structures and cultures is a main component. Special attention is given to human diversity and social inequality. **Prerequisite:** SOWK 610. **Three hours per week.**

640. FIELD INSTRUCTION I

2 hours credit

The first of a two-semester (fall/spring) sequence of supervised experience in the delivery of social services where students are required to participate in an agency-based field practicum for two days a week under the supervision of an agency-based field instructor with a M.S.W. Successful completion of the two-course sequence requires a student to fulfill a minimum of 384 hours of field instruction within the same social welfare agency accumulated across the fall and spring semesters. **Prerequisites or Corequisites:** SOWK 620, admission to graduate social work program. **Corerequisites:** SOWK 616, 621. **Two working days per week.** *(P/F)*

645. FIELD INSTRUCTION II

3 hours credit

The second of a two-semester (fall/spring) sequence of supervised experience in the delivery of social services , in the same agency students entered in SOWK 640, where students are required to continue an agency-based field practicum for two days a week under the supervision of an agency-based field instructor with a M.S.W. Successful completion of the two-course sequence requires a student to fulfill a minimum of 384 hours of field instruction within the same social welfare agency accumulated across the fall and spring semesters. **Prerequisites:** SOWK 616, 621, 640. **Prerequisites or Corequisites:** SOWK 617, 622, 623. **Two working days per week.** *(P/F)*

650. ADVANCED PRACTICE WITH INDIVIDUALS

3 hours credit

Familiarizes the practitioner with strengths assessment, standardized diagnostic criteria and other processes used within the field to categorize behavior. Utilizes concepts of mental health, tying an accurate assessment to a specific intervention plan. Specific assessment techniques, including formal and informal mental status examinations, global assessment of functioning techniques and diagnostic assessment using the Diagnostic and Statistical Manual (DSM)-TR are explored. Emphasis on advanced interview skill techniques. **Prerequisite:** SOWK 645 or permission of department. **Three hours per week.**

653. SUBSTANCE ABUSE ASSESSMENT AND INTERVENTION

3 hours credit

Provides a comprehensive introduction to the recognition, assessment and intervention with persons who abuse substances. Attention is directed to the interactive effects of substance abuse on abusers, on other persons in the abusers' lives and on society. Other topics explored in the course will include: models of chemical dependency, the dually-diagnosed client, and the comparison and contrast of selected models of intervention. **Prerequisite:** For graduate study only. Available to students who have completed the foundation curriculum. **Three hours per week.**

654. PSYCHOPATHOLOGY
3 hours credit
Provides extensive knowledge of the major forms of mental illness and their treatment. Develops competence in multi-axial assessment by mastering the accepted diagnostic code, DSM-IV TR. Provides skills in development of appropriate and contemporary treatment plans. Explores the factors associated with mental illness such as age, race, ethnicity and gender. **Prerequisites:** SOWK 645 or permission of department. **Three hours per week.**

655. EVALUATION OF SOCIAL WORK PRACTICE
3 hours credit
The study of practice-outcome research, single-case designs and program evaluation in social work. Student is familiarized with appropriate recording and measurement instruments with individuals, groups and families. **Prerequisite:** SOWK 650 or permission of department. **Three hours per week.**

660. ADVANCED PRACTICE WITH FAMILIES
3 hours credit
Builds upon theoretical perspectives and practice skills from both foundation-level and advanced-level curriculum. The course compares, evaluates and presents practice skills from the major models of family therapy. Course content focuses upon applied family interventions in social work practice. **Prerequisite:** SOWK 650 or permission of instructor. **Three hours per week.**

663. SUPERVISION AND ADMINISTRATION
3 hours credit
Introduces advanced-level students to supervision and administration in the human services. Students are introduced to the historical development of supervision in social work. Students will learn to apply knowledge of three primary supervisory functions: administration, education and support of supervisees. Additionally, students will focus on organizational theory as it provides a foundation to models of social work/welfare administration within social welfare delivery systems. **Prerequisite:** Foundation curriculum for the M.S.W. program. **Three hours per week.**

665. FIELD INSTRUCTION III
4 hours credit
The first of a two-semester (fall/spring) sequence of supervised advanced field practicum experience in the delivery of social services where students are required to participate in an agency-based field practicum for three days per week under the supervision of an agency-based field instructor with an M.S.W. Successful completion of the two-course sequence requires a student to fulfill a minimum of 744 hours of field instruction within the same social welfare agency accumulated across the fall and spring semesters. **Prerequisite:** SOWK 645. **Corequisite:** SOWK 650. **Three working days per week.** *(P/F)*

677. CHILD WELFARE
3 hours credit
Designed to prepare advanced-level students to be child welfare practitioners able to move beyond the protective focus to practice applications of prevention and change. The curriculum includes knowledge about human services for children, the values and philosophy of family preservation, trends in social welfare policy impacting children and their families, and the effects of gender, race and ethnicity on social work practice with children. **Prerequisite:** Foundation curriculum for the M.S.W. program. **Three hours per week.**

680. ADVANCED PRACTICE WITH GROUPS
3 hours credit
Builds upon theoretical perspectives from human behavior and the social environment, knowledge and skills from foundation-level practice courses, and theory and skills from the advanced theory and practice course. The course familiarizes the practitioner with the concept of the group as therapeutic communities with curative factors. **Prerequisite:** SOWK 650 or permission of department. **Three hours per week.**

685. FIELD INSTRUCTION IV
4 hours credit
The second of a two-semester (fall/spring) sequence of supervised advanced field practicum experience in the delivery of social services where students are required to continue to work three days a week the same social welfare agency the student entered in SOWK 665 under the supervision of an agency-based field instructor with an M.S.W. Successful completion of the two-course sequence requires a student to fulfill a minimum of 744 hours of field instruction within the same social welfare agency accumulated across the fall and spring semesters. **Prerequisite:** SOWK 665. **Corequisite:** SOWK 655. **Three working days per week.** *(P/F)*

690. INDIVIDUAL DIRECTED STUDY
1-3 hours credit
Enables students to pursue topics of their own choosing with the guidance and supervision of the faculty. Should not duplicate any course already offered by the department. **Prerequisites:** Graduate status. **One to three hours per week.**

SOCIOLOGY (SOCI)

101. INTRODUCTION TO SOCIOLOGY
3 hours credit
Identification and analysis of basic concepts of sociology; study of inter-relatedness of structures, systems and institutions, and of the social processes by which society evolves. **Three hours per week. Meets General Education IIB.**

201. SOCIAL PROBLEMS
3 hours credit
Analysis of selected social problems in contemporary society. Emphasis on sociological understanding of the processes by which social problems are defined. **Meets General Education IIB.**

210. INTRODUCTION TO GLOBAL SOCIOLOGY
3 hours credit
An introduction to global sociology, an increasingly popular area in sociology. Topics such as globalization, the international division of labor and international inequality will be examined and discussed. A group of broad-based macro-level theories will assist in the analysis of global social issues such as world hunger, worldwide peace, indigenous populations, sustainable development and pollution. **Three hours per week. Meets General Education IIB.**

220. THE FAMILY
3 hours credit
Examines the diversity of families in the U.S. Study of the demographic trends in family formations, marital arrangements, parenting and childbearing, and such controversial issues as unmarried couples, alternative families, abortion, surrogacy and violence in families. May not receive credit for both SOCI 316 and SOCI 220. **Three hours per week. Meets General Education IIB.**

225. SOCIOLOGY OF CONFLICT AND NONVIOLENCE
3 hours credit
Seeks answers to questions about why humans use violence to resolve conflict and what social forces produce conflict in the family, ethnic and racial groups, economic groups and nation states. Explores nature and practice of nonviolent conflict resolution. Cross-listed with CADR 225. May not receive credit for both CADR 225 and SOCI 225. **Three hours per week. Meets General Education IIB.**

250. RACE RELATIONS IN GLOBAL PERSPECTIVE
3 hours credit
Explores the socio-history of diasporas and race relations in global perspective. Several broad-based macro-level theories will facilitate the exploration of the world's major diasporas in the last 500 years. Reviews and examines the socio-historical connections between these diasporas and today's race relations in conjunction with the development of global capitalism. **Three hours per week. Meets General Education IIB.**

301. STUDIES IN SOCIOLOGY
3 hours credit
Selected areas in varied subfields of sociology. May be repeated under different subtitles. **Three hours per week. Meets General Education IIB.**

304. SOCIAL INEQUALITY
3 hours credit
Analysis of the variety of class and rank structures found in both past and contemporary societies. Special attention focused on the determinants of social class as well as the related issues of social mobility and changes in class position of both individuals and groups. Additional emphasis on identifying both attitudinal and behavioral consequences of class position. **Three hours per week. Meets General Education IIB.**

305. SOCIOLOGY OF LAW
3 hours credit
Study of formal legal statements as communications both reflecting and influencing life in society. Selected examples of the conflict between legality and social reality, with attention to both substantive and procedural issues of law; consideration of possible solutions. **Three hours per week. Meets General Education IIB.**

309. RESEARCH I, SOCIAL RESEARCH METHODS
3 hours credit
Introduction to social science research methods. Emphasis on research design, including formulation of questions, conceptualization, measurement, sampling and involvement in practical research activity. Cross-listed with CADR 309. May not receive credit for both CADR 309 and SOCI 309. **Three hours per week. Meets General Education IIB.**

310. RESEARCH II, STATISTICAL METHODS
4 hours credit
Advanced training in social science research methods. Emphasis on data analysis, including organization of data for computer processing, hypothesis testing and simple causal modeling. Cross-listed with CADR 310. May not receive credit for both CADR 310 and SOCI 310. **Prerequisite:** CADR/SOCI 309. **Three one-hour lectures, one two-hour laboratory per week.**

313. CRIMINOLOGY AND PENOLOGY
3 hours credit
Consideration of crime and delinquency as forms of deviant behavior; examination of social causes, social reactions and applicable sociological theories. **Meets General Education IIB.**

314. SOCIOLOGY OF GENDER
3 hours credit
Study and analysis of the institutional and cultural bases of gender roles, gender socialization, gender inequality, gender movements and gender role change. May not receive credit for both SOCI 216 and SOCI 314. **Three hours per week. Meets General Education IIB.**

315. URBAN SOCIOLOGY
3 hours credit
Study of the origin, character and significance of urban communities. Analyzes the ecology and social organizations of cities, the phenomenon of urban and metropolitan development, and the resulting lifestyles, problems and trends. **Three hours per week. Meets General Education IIB.**

318. SOCIOLOGY OF RELIGION
3 hours credit
Examination of humanity's quest for religious meaning as a social activity with social consequences. Considers the place of religion in different kinds of societies, past, present and future. **Three hours per week. Meets General Education IIB.**

319. GLOBALIZATION AND SOCIAL CHANGE
3 hours credit
Explores social change on a global scale and examines sociocultural factors driving economic, social and cultural globalization. This course is a critical evaluation of policies intended to promote globalization as well as effects of social practices that facilitate globalization. **Three hours per week. Meets General Education IIB.**

320. SOCIAL MOVEMENTS
3 hours credit
In-depth study of contemporary social movements, such as the Black Muslims, Gay Liberation, the Women's Movement, the aged, youth and radical right. **Three hours per week. Meets General Education IIB.**

322. POPULATION STUDIES
3 hours credit
Introduction to social demography which is the study of changes in the size, composition and distribution of the world's population. Includes analysis of population dynamics and factors that drive changes in human populations as well as critical evaluation of effects of changes in human population. **Three hours per week. Meets General Education IIB.**

324. COMMUNITY SOCIOLOGY
3 hours credit
Investigation of communities as social systems emphasizing current directions in community research. **Three hours per week. Meets General Education IIB.**

325. SEXUALITY, ALTERNATIVES AND SOCIETY
3 hours credit
This course examines the social construction of sexual behavior and sexual identity in a cultural context, as well as the relationship between physiology, gender and sexuality. Topics include: theories and history of sexuality as a social marker, social inequality and sexuality, the institutionalization of sexuality, sexual behavior, and identity formation and cross cultural practices. A major focus of the course is on lesbian, gay, bisexual, transgender and transsexual experiences. **Three hours per week. Meets General Education IIB.**

326. SOCIAL INTERACTION
3 hours credit
Study of human behavior as social interaction. Emphasis on symbolic communication and its relationship to the concept of self. **Meets General Education IIB.**

329. MEDICAL SOCIOLOGY

3 hours credit

Study of social factors involved in health and illness emphasizing the institution of medicine in American society. **Three hours per week. Meets General Education IIB.**

330. DEATH, DISEASE AND SOCIETY

3 hours credit

Analysis of changing patterns of causation and distribution of death and disease. Major emphasis given to the study of suicide and homicide. **Three hours per week. Meets General Education IIB.**

331. RACIAL AND CULTURAL MINORITIES

3 hours credit

Study of ethnic differences that produce prejudice, stereotypes and discrimination and of the social processes employed by dominant and minority groups. **Three hours per week. Meets General Education IIB.**

334. SOCIOLOGY OF MENTAL HEALTH

3 hours credit

Study of sociocultural factors in mental health and illness emphasizing social causation and patterns of distribution. **Three hours per week. Meets General Education IIB.**

335. SYSTEMS OF HEALTH CARE DELIVERY

3 hours credit

Analysis of the institution of health care and its delivery. Major emphasis on the diversity of organization in this institution in differing social systems. **Three hours per week. Meets General Education IIB.**

339. IMMIGRATION

3 hours credit

The U.S. is a nation of immigrants and recent decades have seen a large upsurge in international migration to the United States, particularly from the Western Hemisphere and Asia. Focuses on explanations for this still-emerging process, as well as its impacts and implications for: the changing demographic make-up of the country (e.g., Hispanics/Latinos as the largest minority group), the labor force and economy, receiving and sending communities, adaptation and incorporation, education and health, and politics and policy debates. **Three hours per week. Meets General Education IIB.**

344. COMPLEX ORGANIZATIONS

3 hours credit

Analysis of the emergence of modern bureaucratic structure, emphasizing institutionalization, patterns of authority and impact on personality. **Meets General Education IIB.**

361. AGING AND SOCIETY

3 hours credit

Examination of the aging process from the sociological perspective. Emphasis on the position of the elderly in contemporary society and on age-roles associated with stages in the process of aging such as childhood, adolescence, adulthood and old age. **Meets General Education IIB.**

363. WOMEN AND DEVELOPMENT

3 hours credit

Explores women's roles in processes of economic, political and social development from a global perspective with a focus on less developed countries. Provides a review of theory and analysis of women's roles in development processes through case studies examining particular effects of general trends affecting women associated with globalization and development. **Prerequisite:** Junior standing or permission of the instructor. **Three hours per week. Meets General Education IIB.**

390. SOCIOLOGY OF THE ENVIRONMENT

3 hours credit

Examines the environment as a social product. Uses the sociological perspective to explain how environmental problems are structurally created. Focuses on mining and forestry to illustrate how environmental degradation, disease, death and disability are produced. **Three hours per week. Meets General Education IIB.**

401. SPECIAL TOPICS

3 hours credit

Reserved for courses approved as experimental responses to student interest or community need. May be repeated once under a different subtitle. **Meets General Education IIB.**

409. SOCIOLOGY OF EDUCATION

3 hours credit

Analysis of public education as a bureaucratic social institution, the countervailing community power structure and the professional role of the educator. **Three hours per week. Meets General Education IIB.**

416. INDIVIDUAL DIRECTED STUDY

3 hours credit

Advanced study in an area of sociology. May be repeated once under a different subtitle. **Prerequisite:** Permission of instructor who will direct the study. **Three hours per week.**

421. THEORY I, FOUNDATIONS OF SOCIOLOGICAL THEORY

3 hours credit

Analysis of the historical antecedents and contemporary profiles of sociological theory emphasizing major figures and dominant paradigms. **Prerequisite:** SOCI 101 or permission of instructor. **Three hours per week.**

422. THEORY II, CONTEMPORARY SOCIOLOGICAL THEORY

3 hours credit

Analysis of the current state and future directions of sociological theory. **Prerequisite:** SOCI 101 or permission of instructor. **Three hours per week.**

431. SENIOR SEMINAR

3 hours credit

Seminar experience for senior students with emphasis on social theory, problems and research. **Prerequisite:** Fifteen hours of sociology or permission of instructor. **Three hours per week.**

495. INDEPENDENT STUDY FOR DEPARTMENT HONORS

3 hours credit

Independent study undertaken for departmental honors at the invitation of the department. **Prerequisites:** Approval of chair, permission of instructor who will direct the study.

497. UNDERGRADUATE RESEARCH

3 hours credit

Applies social research methods to a specific research project which includes hypothesis formulation, research design, data collection, data analysis and a presentation in some public forum. **Prerequisite:** CADR/SOCI 309 or permission of instructor. **Three hours per week.**

498. INTERNSHIP IN SOCIOLOGY

3 hours credit

Provides students practical experience in addressing selected social issues in a public or private sector community organization. Field notes, periodic meetings with instructor, and typed reports analyzing an experience and a social issue are required. A maximum of three credits may be applied toward the sociology major. **Prerequisites:** SOCI 101 or 201, junior standing, permission of the instructor. **Eight to 10 hours per week.**

501. SPECIAL TOPICS

3 hours credit

Reserved for courses approved as experimental responses to student interest or community need. May be repeated once under a different subtitle.

509. SOCIOLOGY OF EDUCATION

3 hours credit

Analysis of public education as a bureaucratic social institution, the countervailing community power structure and the professional role of the educator. **Three hours per week.**

516. INDIVIDUAL DIRECTED STUDY

3 hours credit

Intensive study in a specific area of sociology agreed upon by student and faculty. May be repeated once under a different subtitle. **Prerequisites:** Six hours in sociology, a concentration in sociology and permission of instructor who will direct the study.

521. THEORY I, FOUNDATIONS OF SOCIOLOGICAL THEORY

3 hours credit

Analysis of the historical antecedents and contemporary profiles of sociological theory emphasizing major figures and dominant paradigms. **Prerequisite:** SOCI 101 or permission of instructor. **Three hours per week.**

522. THEORY II, CONTEMPORARY SOCIOLOGICAL THEORY

3 hours credit

Analysis of the current state and future directions of sociological theory. **Prerequisite:** SOCI 101 or permission of instructor. **Three hours per week.**

SPANISH (SPAN)

101. ELEMENTARY SPANISH I

3 hours credit

Beginning spoken and written Spanish with emphasis on the sound system and the basic structures of the language. Any student with two or more years of high school Spanish or equivalent experience is ineligible for this course without expressed permission of the instructor. **Three hours per week. Meets General Education IB.**

102. ELEMENTARY SPANISH II

3 hours credit

Continued skill development in spoken and written Spanish with further study of major structures. **Recommended Prerequisite:** SPAN 101 or at least one year of high school Spanish. **Three hours per week. Meets General Education IB.**

201. INTERMEDIATE SPANISH

3 hours credit

Continued development and refinement of language skills with emphasis on reading, writing and vocabulary development. **Recommended Prerequisite:** SPAN 102 or at least two years of high school Spanish. **Three hours per week. Meets General Education IB.**

202. SPANISH IN REVIEW

3 hours credit

Refinement and application of language skills by exploring diverse forms of expression in Spanish. Satisfies the language requirement for English majors. **Recommended Prerequisite:** SPAN 201 or at least three years of high school Spanish. **Three hours per week. Meets General Education IB.**

300. TOPICS IN SPANISH

3 hours credit

Study of an author, period, movement, genre or theme. Topic varies semester to semester. May be repeated once with new content. **Prerequisite/Corequisite:** SPAN 310. **Three hours per week.**

309. SUMMER PROGRAM IN SPAIN

4 hours credit

Students spend five weeks living and studying in Malaga, Spain. Multi-focused course covers language, culture, history and art of Spain, as well as cultural themes. Excursions to Granada, Cordoba and Sevilla included. This course fulfills the study abroad requirement. **Prerequisites:** SPAN 202 and approval of program director. **Twelve hours per week for five weeks.**

310. ORAL AND WRITTEN COMPOSITION

3 hours credit

Develops facility to sustain oral and written discussion in Spanish. Students practice the basic patterns of Spanish syntax and develop vocabulary by preparing frequent oral and written compositions. **Recommended Prerequisite:** SPAN 202 or equivalent experience. **Three hours per week.**

312. CONVERSATION

3 hours credit

Develops confidence and correctness in spoken Spanish through practice in conversation, reports and discussions. **Prerequisite/Corequisite:** SPAN 310. **Three hours per week.**

313. EFFECTIVE WRITING AND READING FOR SPANISH HERITAGE SPEAKERS

3 hours credit

Refinement and application of language skills for bilingual speakers of Spanish who have not had formal training in the language at the college level. Students practice reading, writing and specific grammar and orthographic rules through selected authentic readings, guided compositions and class discussions. **Prerequisite:** Approval of instructor. **Three hours per week.**

315. SPANISH CULTURE AND CIVILIZATION

3 hours credit

Study of the key cultural patterns in Spanish life including the themes of religion, family relationships and festivals and the dilemmas of work-leisure, sports-cruelty and honor-death through prose, drama and other selected material. **Prerequisite/Corequisite:** SPAN 310. **Three hours per week.**

316. LATIN AMERICAN CULTURE AND CIVILIZATION

3 hours credit

Study of key cultural patterns with particular attention to the results of transplantation to the New World. The major vehicle of examination is the written word in prose, drama and other selected material. **Prerequisite/Corequisite:** SPAN 310. **Three hours per week.**

322. SPANISH FOR BUSINESS

3 hours credit

Develops the ability to use Spanish to conduct business in both the U.S. and abroad. Provides a solid foundation in the vocabulary and discourse related to the modern business office, economics, management, marketing, banking and other aspects of a business environment. **Prerequisite:** SPAN 310. **Three hours per week.**

330. TOPICS IN HISPANIC LITERATURE IN TRANSLATION

3 hours credit

Reading, analysis and discussion of some of the classic works of Spanish and Latin American literature. Taught in English. Does not count toward the Spanish minor. May be taken only once for credit toward the Spanish major. Cross listed with ENGL 318. **Prerequisite:** C or better in ENGL 102. **Three hours per week. Meets General Education IA.**

335. SURVEY OF SPANISH LITERATURE
3 hours credit

A survey of the foundational literary texts, authors and movements from the Middle Ages through contemporary Spain. **Recommended Prerequisite/Corequisite:** SPAN 310. **Three hours per week. Meets General Education IA.**

336. SURVEY OF LATIN AMERICAN LITERATURE
3 hours credit

Study of the evolution of Latin American literature. Provides students with the opportunity to read, analyze, discuss and write about seminal works by representative writers from each literary movement and genre. **Recommended Prerequisite/Corequisite:** SPAN 310. **Three hours per week. Meets General Education IA.**

400. ADVANCED STYLISTICS AND ORAL EXPRESSION
3 hours credit

Refinement and sophistication of written and oral expression in Spanish. **Prerequisite:** SPAN 310 or permission of instructor. **Three hours per week.**

403. HISPANIC CULTURE THROUGH LITERATURE
3 hours credit

Study of modern Spanish and Spanish American literature within its cultural context. Students will explore the literary text as cultural document including the roles of Afro-Hispanics, indigenous peoples, religion, women, politics and poverty in the formation of Hispanic cultures. May not receive credit for both SPAN 325 and SPAN 403. **Prerequisite:** SPAN 335 or 336 or permission of instructor. **Three hours per week.**

410. TOPICS IN HISPANIC LITERATURE
3 hours credit

In-depth study of a particular writer, work, theme or movement in Spanish and/or Latin American literature. **Prerequisites:** SPAN 335 and 336 or permission of instructor. **Three hours per week.**

480. SENIOR SEMINAR
1-3 hours credit

For senior Spanish majors. Research encompassing several areas of Spanish life and culture, language and literature is brought to bear upon a single theme or issue. **Prerequisite:** Senior standing.

496. SPANISH INDEPENDENT STUDY
1-3 hours credit

Individual study in any areas of language, culture or literature of the Spanish-speaking world with the advice and direction of a member of the department. May be repeated with new content for a maximum of six credits. **Prerequisites:** Junior standing and permission of department chair.

497. UNDERGRADUATE RESEARCH
1-3 hours credit

Designed to encourage students to pursue an area of original research in Spanish linguistics, cultural or literary studies of Spain of Latin America. Allows student to study a subject area in more depth than is possible in the traditional classroom setting. Public presentation of research is required. May be repeated once for a maximum of six credits. **Prerequisites:** Junior standing and permission of department chair and instructor who will direct study.

498. INTERNSHIP
3 hours credit

Students will perform a minimum of six hours of service per week over a 13-week period, in a social service agency that assists Hispanics and other ethnic groups of the community. They will meet for 50 minutes biweekly in seminar to discuss the textbook, their experiences and share their reflections about the situations of the Spanish population in the area. May be repeated for a total of six credits. **Prerequisites:** Permission of the instructor and the chair of the department.

500. ADVANCED STYLISTICS AND ORAL EXPRESSION
3 hours credit

Refinement and sophistication of written and oral expression in Spanish. **Prerequisite:** Graduate status. **Three hours per week.**

503. HISPANIC CULTURE THROUGH LITERATURE
3 hours credit

Study of modern Spanish and Spanish American literature within its cultural context. Students will explore the literary text as cultural document including the roles of Afro-Hispanics, indigenous peoples, religion, women, politics and poverty in the formation of Hispanic cultures. **Prerequisite:** Graduate status. **Three hours per week.**

596. SPANISH INDEPENDENT STUDY
1-6 hours credit

Individual study in any areas of language, culture or literature of the Spanish-speaking world with the advice and direction of a member of the department. Open to juniors. May be repeated with new content for a maximum of six credits. **Prerequisite:** Graduate status.

THEATRE (THEA)

120. INTRODUCTION TO THEATRE
3 hours credit

Introduction to theatre as a unified art with emphasis upon the literary and social significance of theatre in our society. **Three hours per week. Meets General Education IB.**

121. TECHNICAL PRODUCTION
4 hours credit

Practical experience in technical theatre including set construction, scene painting, lighting and sound. **Three hours lecture, two-hour laboratory per week. Meets General Education IB.**

122. MOVEMENT AND PERFORMANCE
3 hours credit

Examines using the body as an expressive instrument in various media and styles. Relaxation, breathing techniques, kinesthetic and spatial awareness are explored through practical and creative applications. Physical/vocal exercises, movement studies, storytelling and short scenes offer opportunities for experiential learning. **Three hours per week. Meets General Education IB.**

125. THEATRE PRACTICUM
1-2 hours credit

Provides supervised experience in theatre production and performance. May be repeated for a total of eight credit hours. **Prerequisite:** Permission of the instructor. (P/F)

201. ELEMENTS OF VOICE AND DICTION
3 hours credit

Study of the fundamentals of voice production and articulation. Designed to establish good habits of speech through analysis of each student's voice, articulation and pronunciation, with directed exercises for improvement. **Three hours per week. Meets General Education IB.**

220. HISTORY OF THE THEATRE
3 hours credit

Survey of theatre history, dramatic theory, plays and playwrights, production practices and performance styles, emphasizing their relationship to the development of world civilization as both product of and mirror to changing values, tastes, attitudes and customs. **Three hours per week. Meets General Education IB.**

222. COSTUMING AND THEATRE CRAFTS
3 hours credit

Through lectures and guided practice, students develop skills in the principles of design, drawing, construction techniques and theatre crafts. **Three hours per week.**

223. MAKEUP FOR STAGE AND TELEVISION
3 hours credit

Practical survey of techniques in the application of theatrical makeup for performance on stage as well as television and film. Recommended for all performers. **One hour lecture, one two-hour laboratory per week and required practical application in productions. Meets General Education IB.**

224. ACTING
3 hours credit

Study of the theory and basic principles of the creative processes of acting with an emphasis on physical, mental and emotional process in the building of a dramatic character. **Three hours per week. Meets General Education IB.**

319. ADVANCED THEATRE HISTORY: RENAISSANCE TO REALISM
3 hours credit

Designed as a continuation of THEA 220, this course begins with an overview of principal influences on the shaping on the aesthetics of drama as evidence in Shakespeare and his contemporaries. The course moves through the social, political and philosophical forces which shaped the theatre in the emergence of the modern world. **Prerequisite:** THEA 220. **Three hours per week.**

321. ADVANCED TECHNICAL PRODUCTION
3 hours credit

Advanced study of the art and craft of scenery through experience in drafting, scene painting, period study and model building for theatre and television. **Prerequisite:** THEA 121 or permission of instructor. **Two hours lecture, two hours laboratory per week.**

322. ARTS ADMINISTRATION
3 hours credit

Introduction to administrative skills for fine and performing arts: programming, budget, public relations, audience development, fund raising and case studies of arts organizations. May not receive credit for both MUSC 322 and THEA 322. **Prerequisite:** Department chair approval. **Three hours per week.**

323. COSTUME DESIGN
3 hours credit

Emphasis on the concept of costume design as it relates to character analysis. The student translates the interpretation of character(s) into functional costume renderings. Professionally oriented; for those interested in producing high school or community theatre. **Prerequisite:** THEA 222 or permission of instructor. **Three hours per week.**

324. DIRECTING
3 hours credit

Study of the theory and basic principles, skills and techniques underlying direction. Student-directed theatre production required. **Prerequisite:** THEA 224 or permission of instructor. **Three hours per week.**

325. ORAL INTERPRETATION
3 hours credit

An approach to the study of literature through the medium of oral performance. May be counted as an English elective for students majoring in English. **Three hours per week. Meets General Education IB.**

326. ACTORS' WORKSHOP
3 hours credit

Provides experience training for intermediate and advanced acting through the exploration of improvisational techniques, character analysis, scene work and exercises in acting style. **Prerequisite:** THEA 224.

327. READERS' THEATRE
3 hours credit

Covers the philosophy and uses of Reader's Theatre. Emphasis on the analysis, adaptation and staging of non-dramatic literature within the context of this art form. Lecture/workshop format will be employed. **Prerequisite:** THEA 224 or permission of instructor. **Three hours per week.**

328. SCENE DESIGN FOR THEATRE AND TELEVISION
3 hours credit

Study of scene design as a visual art and as a part of total television and theatre production. Perception and execution of scene designs through script analysis and practical experiences. **Prerequisite:** THEA 121 or permission of instructor. **Three hours per week.**

329. MEDIA LIGHTING
3 hours per week

Study of lighting as a vital component of technical production. Includes design and technology of theatre, television and video lighting. **Prerequisite:** THEA 121 or permission of instructor. **Three hours per week.**

392. STUDIES IN THEATRE
3 hours credit

Study of various theatrical processes and concepts as they impact the theatre world and contemporary society. May be repeated a maximum of two times under different subtitles. **Prerequisite:** junior standing or permission of the instructor. **Three hours per week.**

422. INTERNSHIP IN ARTS ADMINISTRATION
6-12 hours credit

Training in local, regional or national arts organizations; selected areas of programming, budget, fund raising, audience development and public relations. May be taken once. **Prerequisites:** THEA 322, department chair approval. **Twenty to 40 hours per week.** (*P/F*)

424. PLAYWRITING
3 hours credit

Study of the theory and practice of playwriting. Topics include exposition, language, structure and character. Plays to be written and produced in staged readings of workshops. **Prerequisites:** THEA 120, permission of instructor. **Three hours per week.**

450. ACTING SHAKESPEARE
3 hours credit

Advanced scene study acting course which focuses on the challenges specific to blank verse. Students will be guided through exercises which explore and refine technical skills. **Prerequisites:** THEA 201, 220 and 224. **Three hours per week.**

451. ACTING COMEDY
3 hours credit

Principle elements of comedy, comic-dramatic literature and comic performance explored through improvisation and a wide range of styles. Intensive workshop/scene study setting.

Prerequisites: THEA 201, 220 and 224. **Three hours per week.**

453. CREATIVE DRAMATICS
3 hours credit
Emphasis on the manner in which creative dramatics assists in the growth of the child. Considers creative dramatics as a motivating factor in the teaching and learning process. **Three hours per week. Meets General Education IB.**

456. TECHNIQUES OF CHILDREN'S THEATRE
3 hours credit
Assists the elementary school teacher in developing the imagination of children through the medium of theatre. Emphasis on staging children's theatre within the framework of the public school. **Three hours per week. Meets General Education IB.**

458. RADIO THEATRE
3 hours credit
"Theatre of the Mind" as a performance genre examined in terms of scripting and performance needs. Develops imagination and resourcefulness in scripting and performance tasks. **Prerequisite:** CMAT 110. **Three hours per week.**

490. THEATRE SEMINAR
3 hours credit
Intensive study of a selected topic in theatre. May be taken twice under different subtitles. **Prerequisite:** Junior standing. **Three hours per week.**

492. INDEPENDENT STUDY
1-3 hours credit
Students select a topic for investigation with the advice of an instructor prior to registration. Variable credit; may be taken twice. **Prerequisite:** Permission of instructor. **Variable hours.**

495. INTERNSHIP IN THEATRE
3 hours credit
Provides practical experience in the application of theoretical concepts including design, technical theatre, directing, acting, arts administration or any other field related to professional theatre or theatre studies. Only three hours may be counted toward upper-level major requirements. May be taken twice for a total of six credit hours. **Prerequisites:** Junior standing, permission of department chair. **Three hours per week.**

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Appendices

APPENDIX A

Students may locate the following policies in their respective publications by referring to the table of contents/index.

Policy that Appears in *Code of Maryland Regulations*:

Maryland Higher Education Commission Student Transfer Policy

Policies that Are Published and Distributed Electronically in Compliance with the Drug-Free Campus, Drug-Free Workplace Legislation:

(www.salisbury.edu/police/clery_compliance/substance_abuse.asp)

Substance Abuse Policies and Sanctions for Students
Substance Abuse Policies and Sanctions for Employees
Alcohol Abuse Policy
Drug Abuse Policy
Drug-Free Workplace Policy

Policies that Appear in the *Faculty Handbook*:

(The *Faculty Handbook* is found at www.salisbury.edu/provost/handbook/2006%2D2008)

Academic Advising (9-2)
Academic Clemency (9-6)
Academic Integrity (6-3)
Affirmative Action and Equal Opportunity (4-2)
AIDS (4-12)
Alleged Arbitrary and Capricious Grading (6-7)
Classification of Undergraduate Students (9-8)
Classroom and Related Responsibilities of Faculty (10-2)
Combined Bachelor's/Master's Programs (8-8)
Community Service (9-8)
Confidentiality and Disclosure of Student Records (10-4)
Continuing Education (9-5)
Degree and Curricular Requirements (11-3)
Eligibility to Register (9-3)
Evaluation of Performance of Faculty (2-35)
Examination and Portfolio Assessment (9-6)
Misconduct/Scholarly Work (6-5)
Scheduling Academic Assignments on Religious Observances (10-4)
Sexual Harassment (4-4)
Student Request for Waivers of Academic Policies (9-6)
Summer and Special Sessions (9-4)
Undergraduate Student Concurrent Inter-Institutional Registration (9-2)
Use of Facilities for Public Meetings (12-5)
Violence and Extremism (4-3)

Policies that Appear in the *Code of Conduct*

Academic Integrity
Academic Policies and Procedures
Alcohol and Other Drug Policy
Campus Security
Code of Conduct
Drug and Alcohol
Electronic Mail Services
Equal Opportunity Policy
Family Educational Rights and Privacy Act
Grievance Policy
Judicial System Policies and Procedures
Living on Campus Policies and Guidelines
Off-Campus Behavior
Prohibiting Sexual Harassment
Reporting Sexual Offenses
Threats of Violence
Use of Facilities/Grounds for Meetings, Assemblies, Rallies, etc.

Policies that Appear in the *Residence Hall Information* Booklet:

(The booklet is found at www.salisbury.edu/housing.)

Access to Residence Halls
Access to Rooms
Accommodations for Students with Disabilities
Assignment Policies and Procedures
Breach of Contract
Condition/Disability Influencing Assignment
Conditions of Residency
Contract Addendum for Chesapeake Hall and St. Martin Hall
Contract Addendum for Dogwood Village
Contract Termination by University
Damage Assessment
Drugs
Duration of the Contract
Effective Dates
Eligibility for Residency
First-Time Residents
Gambling
Housing/Residence Life Office
Instructions for Applying
Living Options
Loss of Property
Noise Policy Violation
Personal Property Insurance
Petition for Release from Contract for Spring Semester
Provisions of Contract
Rates and Refunds
Refund Policy
Reservation Procedures for Returning Residents
Residence Hall Philosophy
Returning Students Seeking to Terminate Contracts
Room Changes
Search of Rooms
Staff
University Responsibilities
Waitlisted Students
Winter Term and Summer Session Housing

Policies that Appear in the *Residence Halls Contract*:

(The contract is found at www.salisbury.edu/housing.)

Abbreviations for Residence Halls
Access to Residence Halls
Alcohol
Computer Access
Damage
Early Arrivals
Electrical Appliances
Escort Policy
Escort Service
Facility Policies
Facility Repair Services
Fire Information
  Fire, Security and Personal Safety
  Fire Drills
  Upon Discovering a Fire
  When the Fire Alarm Sounds
General Facility Policies and Information
Hall Design and Lifestyle
Handicap Accommodations
Housing/Residence Life Office Staff
Housing/Residence Life Philosophy
Identification Card
Instructions for Applying
Involvement and Activities
Living Options
Lost and Found

- Maintenance Concerns
- Noise
- Parking/Driving On Campus
- Personal Safety Tips
- Refrigerators 0
- Residence Hall Accommodations
- Residence Keys and ID Cards
- Resident Students' Rights and Responsibilities
- Residents' Policies and Information
- Returning Student Housing Options
- Room Check In
- Room Check Out
- Room Furnishings
- Room Inspections
- Room Reapplication Process
- Safety
- Security
- Smoking Policy
- Spring Check Out
- Tack Strips
- Telephones
- Toilet Stoppages
- Use of Residence Halls by GUests
- Vacations
- Window and Door Displays

Policies that Appear in the *Student-Athlete Handbook*:

- Athlete Eligibility
- Athletics Equipment
- Class Attendance
- Code of Conduct
- Dress Code
- Drug and Alcohol Policy
- Medical Procedures
- Transfer Policy

Policies that Appear in the *University Catalog*:

- Academic Clemency Policy
- Admission Procedures
  - For High School Graduates
  - For Early Admissions
  - For Non-High School Graduates
  - For International Students
  - For Immigrant Students
  - For Veterans
  - For Transfer Students
  - For Former SU Students
- Class Attendance
- Equal Opportunity Policy
- Family Educational Rights and Privacy Act
- Graduation Requirements
- Non-Traditional Credit Policies
- Readmission
- Student Residency Classification for Admission, Tuition and Charge Differential Purposes
- Transfer of Credit from Other Institutions
- Transfer Policies
- Waivers of Academic Policies and Procedures
- Withdrawal from the University

Policies that Appear in the *University System of Maryland Policies*:

- Academic Advising
- Academic Calendar
- Academic Clemency
- Academic Transcripts and Financial Aid Records
- Acts of Violence and Extremism
- Admissions
- Affirmative Action and Equal Opportunity
- AIDS
- Classification of Undergraduate Students
- Combined Bachelor's and Master's Programs
- Community Service
- Confidentiality and Disclosure of Student Records
- Constitution of the University System Student Council
- Continuing Education
- Copyrights (see Intellectual Properties)
- Credit by Examination and Portfolio Assessment
- Curricular and Degree Requirements
- Eligibility to Register
- Emergency Conditions—Cancellation of Classes and Release of Employees
- Enrollment
- Establishment of Institutional Traffic Regulations
- Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity
- Misconduct in Scholarly Work
- Payment of Tuition and Fees
- Reporting of Campus Crime Statistics
- Reports of Intercollegiate Athletics
- Review of Alleged Arbitrary and Capricious Grading
- Scheduling of Academic Assignments on Dates of Religious Observance
- Sexual Harassment—University System of Maryland Policy
- Student Affairs
- Student Athletics
- Student Employment
- Student Financial Aid
- Student Housing
- Student Publications
- Student Residency Classification for Admission, Tuition and Charge Differential Purposes
- Summer and Special Sessions
- Tuition, Fees and Charges
- Tuition Remission for Spouses and Dependent Children of Faculty and Staff
- Undergraduate Student Concurrent Inter-Institutional Registration
- University System Student Council Policy
- Use of Alcohol Beverages at University System Institutions and Facilities
- Waiver of Application Fees
- Waiver of Tuition and Granting of Other Privileges for Senior Citizens of the State of Maryland

All University System of Maryland policies and corresponding Salisbury University policies can be reviewed at www.salisbury.edu/prez/bor.policies.

APPENDIX B

Maryland Admissions Requirements

1. The Maryland Higher Education Commission set as a minimum admission standard for all full-time and part-time entering freshmen who have graduated from high school within five years of admission a high school average of C (2.0) or better. Each institution, however, is encouraged to adopt standards above the minimum level.
2. Each institution will develop predictive measures of probable academic success and identify any additional admissions criteria.
3. Students who have earned fewer than 24 credit hours and desire to transfer to state universities and colleges will be admitted under the conditions set down in accordance with the Maryland Student Transfer Policies, which require equal treatment of native and transfer students.
4. In order to attain junior status (60 credit hours), a student must have earned a grade point average of C (2.0) or better.

a. In order to ensure equal treatment of the native and transfer student, a transfer student who has earned 60 or more credits at prior institutions must have attained a C (2.0) cumulative average to be accepted at any state university/college.

5. Admission to some designated programs may require higher standards to be limited by the opportunities available to complete a clinical or other requirement of the major program
   a. The institutional standards shall be approved by the Maryland Higher Education Commission and shall be reviewed by the commission on an annual basis.
   b. Such standards shall be published in the institution's catalog.

Policy on Student Classification for Admission and Tuition Purposes

(Approved by the Board of Regents August 28, 1990; Amended July10, 1998; Amended November 27, 2000; Amended April 11, 2003; Amended June 23, 2006)

I. POLICY

A. Purpose

To extend the benefits of its system of higher education while encouraging the economical use of the State's resources,[1] it is the policy of the Board of Regents of the University System of Maryland (USM) to recognize the tuition categories of in-state and out-of-state students for the purpose of admission and assessing tuition at USM institutions.

B. Burden of Proof

The person seeking in-state status shall have the burden of proving by clear and convincing evidence that he or she satisfies the requirements and standards set forth in this Policy. Assignment of in-state or out-of-state status will be made by the applicable USM institution upon a review of the totality of facts known or presented to it.

C. In-state Status

To qualify for in-state tuition, a student must demonstrate that, for at least 12 consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status, the student had the continuous intent to:

1. Make Maryland his or her permanent home; and
2. Abandon his or her former home state; and
3. Reside in Maryland indefinitely; and
4. Reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.

Satisfying all of the requirements in Section II (and Section III, when applicable) of this policy demonstrates continuous intent and qualifies a student for in-state tuition. Students not entitled to in-state status under this policy shall be assigned out-of-state status for admission and tuition purposes.

D. Presumption

Either of the following circumstances raises a presumption that the student is residing in the State of Maryland primarily for the purpose of attending an educational institution and therefore, does not qualify for in-state status under this policy:

1. A student is attending school or living outside Maryland at the time of application for admission to a USM institution, or
2. A student is Financially Dependent on a person who is not a resident of Maryland.

This presumption may be rebutted. The student bears the burden of rebutting the presumption. See "III. Rebuttal Evidence" below.

II. REQUIREMENTS

Before a request for classification to in-state status will be considered, a student must comply with all of the following requirements for a period of at least 12 consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status. The student must demonstrate he or she:

A. Owns or possesses, and has continuously occupied, including during weekends, breaks and vacations, living quarters in Maryland. The student must provide evidence of a genuine deed or lease and documentation of rent payments made. In lieu of a deed or lease, a notarized affidavit from a landlord showing the address, name of the student as occupant, term of residence, and history of rent payments made will be considered. As an alternative, a student may demonstrate that he or she shares living quarters in Maryland which are owned or rented and occupied by a parent, legal guardian or spouse.

B. Has substantially all of his or her personal property, such as household effects, furniture and pets in Maryland.

C. Has paid Maryland income tax on all taxable income including all taxable income earned outside the State and has filed a Maryland tax return.

D. Has registered all owned or leased motor vehicles in Maryland.

E. Possesses a valid Maryland driver's license, if licensed.

F. Is registered to vote in Maryland, if registered to vote.

G. Receives no public assistance from a state other than the State of Maryland or from a city, county or municipal agency other than one in Maryland.

H. Has a legal ability under federal and Maryland law to live permanently without interruption in Maryland.

I. Has rebutted the presumption that he or she is in Maryland primarily to attend an educational institution, if the student's circumstances have raised the presumption.

III. REBUTTAL EVIDENCE

Satisfying the requirements listed in paragraphs A through I of Section II, does not rebut the presumption that a student is in Maryland primarily to attend an educational institution. To overcome the presumption, a student must present additional evidence.

To determine a student's intent, the University will evaluate evidence of a student's objectively verifiable conduct. Evidence that does not document a period of at least 12 consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status is generally considered an unfavorable factor under this policy. Evidence of intent must be clear and convincing and will be evaluated not only by the amount presented but also based upon the reliability, authenticity, credibility and relevance of the evidence.

The absence of objective, relevant evidence is generally considered an unfavorable factor. A student's statement of intent to remain in Maryland in the future is generally not considered to be objective evidence under this policy.

Additional evidence that will be considered includes, but is not limited to, the following:

A. Source of financial support:
  1. Maryland employment and earnings history through sources beyond those incident to enrollment as a student in an educational institution (e.g., beyond support provided by work study, scholarships, grants, stipends, aid, student loans, etc.), or
  2. Evidence the student is Financially Dependent upon a person who is a resident of Maryland.

B. Substantial participation as a member of a professional, social, community, civic, political, athletic or religious organization in Maryland that is not University-related or otherwise incident to enrollment as a student in an educational institution.

C. Registration as a Maryland resident with the Selective Service, if male.

D. Evidence showing the student uses his or her Maryland address as his or her sole address of record for all purposes including on health and auto insurance records, bank accounts, tax records, loan and scholarship records, school records, military records, leases, etc.

E. An affidavit from a person unrelated to the student that provides objective, relevant evidence of a student's conduct demonstrating the student's intent to live permanently in Maryland.

IV. NON-RESIDENTS WHO MAY TEMPORARILY QUALIFY FOR IN-STATE STATUS

In addition, persons with the following status shall be accorded the benefits of in-state status for the period in which they hold such status:

A. A full-time or part-time (at least 50 percent time) regular employee of USM or a USM institution.

B. The spouse or Financially Dependent child of a full-time or part-time (at least 50 percent time) regular employee of USM or a USM institution.

C. A full-time active member of the Armed Forces of the United States whose home of record is Maryland or one who resides or is stationed in Maryland, or the spouse or a Financially Dependent child of such a person. Students that qualify under this provision will retain in-state status for tuition purposes as long as they are Continuously Enrolled regardless of a change in military assignment or status of the active member of the military.

D. A veteran of the United States Armed Forces with an honorable discharge who, within one year of discharge, presents documentation that he or she attended a secondary school in the State for at least three years, and graduated or received the equivalent of a high school diploma from a secondary school in the State. The veteran must present documentation and register at a USM institution within one year of discharge for this provision to apply.

E. For UMUC, a full-time active member of the Armed Forces of the United States on active duty, or the spouse of a member of the Armed Forces of the United States on active duty.

F. A graduate assistant appointed through a USM institution for the semester/term of the appointment. Except through prior arrangement, this benefit is available only for enrollment at the institution awarding the assistantship.

V. PROCEDURES

A. An initial determination of in-state status will be made at the time of admission. The determination made at that time, and any determination made thereafter, shall prevail for each semester/term until the determination is successfully challenged in a timely manner.

B. A change in status must be requested by submitting a USM institution's "Petition for Change in Classification for Tuition." A student applying for a change to in-state status must furnish all evidence that the student wishes the USM institution to consider at the time the petition is due. The due date is based on the deadline set forth by the USM institution at which the student seeks to enroll. If the applicable USM institution has no such deadline, the due date is the last published date to register for the forthcoming semester/term for which the change in classification is sought.

C. The student shall notify the USM institution in writing within 15 days of any change in circumstances which may alter in-state status.

D. In the event incomplete, false, or misleading information is presented, the USM institution may, at its discretion, revoke in-state status and take disciplinary action provided for by the institution's policy. Such action may include suspension or expulsion. If in-state status is gained due to false or misleading information, the institution reserves the right to retroactively assess all out-of-state charges for each semester/term affected.

E. Each USM institution shall develop and publish additional procedures to implement this Policy. Procedures shall provide that on request the institution President or designee has the authority to waive any requirement set forth in Section II if it is determined that the application of the requirements creates an unjust result. These procedures shall be filed with the Office of the Chancellor.

VI. DEFINITIONS

A. Financially Dependent: For the purposes of this policy, a financially dependent student is one who is claimed as a dependent for tax purposes.

B. Parent: A parent may be a natural parent, or, if established by a court order recognized under the law of the State of Maryland, an adoptive parent.

C. Guardian: A guardian is a person so appointed by a court order recognized under the law of the State of Maryland.

D. Spouse: A spouse is a partner in a legally contracted marriage.

E. Child: A child is a natural child or a child legally adopted pursuant to a court order recognized under the law of Maryland.

F. Regular Employee: A regular employee is a person employed by USM or a USM institution who is assigned to a State budget line or who is otherwise eligible to enroll in a State retirement system. Examples of categories NOT considered regular employees are graduate students, contingent employees, and independent contractors.

G. Continuous Enrollment:
  1. Undergraduate Student - An undergraduate student who is enrolled at a USM institution for consecutive fall and spring semesters, until completion of the student's current degree program or unless on an approved leave of absence or participating in an approved program off-campus.
  2. Graduate and Professional - Continuous enrollment for a graduate or professional student is defined by the institution in accordance with program requirement.

VI. IMPLEMENTATION

This policy as amended by the Board of Regents on June 23, 2006, shall be applied to all student tuition classification decisions made on or after this date.

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[1] Annotated Code of Maryland, Education Article, §12-101.

APPENDIX C

Salisbury University Title II Report • 2005-2006 Teacher Education Graduates

Single-Assessment Pass-Rate Data: Regular Teacher Preparation Program

Pass rates are reported for assessments with 10 or more test takers.

Academic Year: 2005-2006 · Testing Period: 10/05-9/06 · Number of Program Completers: 237[1] · Number Found and Matched: 237

January 11, 2007

					Statewide		
Type of Assessment	**Assessment Code Number**	**Number Taking Assessment**	**Number Passing Assessment**	**Institutional Pass Rate**	**Number Taking Assessment**	**Number Passing Assessment**	**Statewide Pass Rate**
Professional Knowledge							
Elem. Ed. Content Area Exercises	012	123	118	96%	1080	1072	99%
English Lang. Lit. Comp. Pedagogy	043	11	6	55%	118	106	90%
Social Studies Pedagogy	084	15	15	100%	178	175	98%
Physical Ed. Video Evaluation	093	31	30	97%	103	102	99%
Academic Content Areas							
Elementary Ed. Content Knowledge	014	142	142	100%	1281	1277	100%
Early Childhood Education	020	18	18	100%	264	261	99%
English Lang. Lit. Comp. Content Knowledge	041	11	9	82%	117	115	98%
Social Studies Content Knowledge	081	15	15	100%	185	179	97%
Physical Ed. Content Knowledge	091	31	28	90%	104	101	97%

Aggregate and Summary Institution-Level Pass Rate Data: Regular Teacher Preparation Program

Pass rates are reported for assessments with 10 or more test takers.

				Statewide		
Type of Assessment[2]	**Number Taking Assessment[3]**	**Number Passing Assessment[4]**	**Institutional Pass Rate**	**Number Taking Assessment[3]**	**Number Passing Assessment[4]**	**Statewide Pass Rate**
Aggregate—Basic Skills	236	233	99%	2273	2249	99%
Aggregate—Professional Knowledge	193	181	94%	1681	1653	98%
Aggregate—Academic Content Areas (Math, English, Biology, etc.)	216	210	97%	2003	1974	99%
Summary Totals and Pass Rates[5]	237	219	92%	2379	2302	97%

[1] The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

[2] Institutions and/or states did not require the assessments within an aggregate where data cells are blank.

[3] Number of completers who took one or more tests in a category and within their area of specialization.

[4] Number who passed all tests they took in a category and within their area of specialization.

[5] Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

APPENDIX D

Maryland Praxis I & II Testing Requirements for Initial Teacher Licensure Programs

Source: Educational Testing Service (03/2007) • For the most up-to-date testing requirements, visit www.ets.org/praxis/prxmd.html

Praxis I: Academic Skills Assessments

Licensure Area	Test Code	Test Name	Qualifying Score
ALL AREAS	10710	PPST Reading	(177)
	20720	PPST Writing	(173)
	10730	PPST Mathematics (calculators prohibited)	(177)
		or	
	5710	Computerized PPST Reading	(177)
	5720	Computerized PPST Writing	(173)
	5730	Computerized PPST Mathematics (calculators prohibited)	(177)
		Composite score	**527**
		NOTE: Applicants may meet the testing requirement by submitting either individual qualifying scores or a composite score that is at or above the state qualifying score.	

Praxis II: Subject Assessments

Licensure Area	Test Code	Test Name	Qualifying Score
Biology 7-12	20235	Biology: Content Knowledge (calculators prohibited)	150
	30234	Life Science: Pedagogy (calculators prohibited)	144
Chemistry	20245	Chemistry: Content Knowledge (calculators prohibited)	153
	30483	Physical Science: Pedagogy (calculators prohibited)	151
Early Childhood Education *	10022	Early Childhood: Content Knowledge (calculators prohibited)	160
	30521	Principles of Learning and Teaching: Early Childhood	160
Elementary Education	20012	Elementary Education: Content Area Exercises (calculators prohibited)	150
	10014	Elementary Education: Content Knowledge (calculator allowed)	142
		Individuals who are certified in Elementary Education and wish to add a Middle School Level Endorsement may take one of the following tests.	
Middle School English Endorsement	10049	Middle School English Language Arts	160
Middle School Mathematics Endorsement	20069	Middle School Mathematics (calculator allowed)	152
Middle School Science Endorsement	10439	Middle School Science (calculators prohibited)	145
Middle School Social Studies Endorsement	20089	Middle School Social Studies	154
English	10041	English Language, Literature & Composition: Content Knowledge	164
	30043	English Language, Literature & Composition: Pedagogy	155
English to Speakers of Other Languages	20360	English to Speakers of Other Languages (contains listening section)	570
French	20173	French: Content Knowledge (contains listening section)	(161)
	10171	French: Productive Language Skills (contains speaking section)	(170)
		Composite score	**331**
		NOTE: Applicants may meet the testing requirement by submitting either individual qualifying scores or a composite score that is at or above the state qualifying score.	
	30524	Principles of Learning & Teaching: 7-12	162
German	20181	German: Content Knowledge (contains listening section)	(153)
	30182	German: Productive Language Skills (contains speaking section)	(164)
		Composite score	**317**
		NOTE: Applicants may meet the testing requirement by submitting either individual qualifying scores or a composite score that is at or above the state qualifying score.	
	30524	Principles of Learning & Teaching: 7-12	162
Health	20550	Health Education	630
History	10081	Social Studies: Content Knowledge	154
	30084	Social Studies: Pedagogy	164
Mathematics	10061	Mathematics: Content Knowledge (graphing calculator required)	141
	30065	Mathematics: Pedagogy (calculators prohibited)	145
Music	10113	Music: Content Knowledge (contains listening section)	(154)
	20112	Music: Analysis (contains listening section)	(147)
		Composite score	**301**
		NOTE: Applicants may meet the testing requirement by submitting either individual qualifying scores or a composite score that is at or above the state qualifying score.	
Physical Education	10091	Physical Education: Content Knowledge	153
	20093	Physical Education: Movement Forms - Video Evaluation (contains video section)	155
Physics	10265	Physics: Content Knowledge (calculators prohibited)	143
	30483	Physical Science: Pedagogy (calculators prohibited)	151
Social Studies	10081	Social Studies: Content Knowledge	154
	30084	Social Studies: Pedagogy	164
Spanish	10191	Spanish: Content Knowledge (contains listening section)	(162)
	20192	Spanish: Productive Language Skills (contains speaking section)	(168)
		Composite score	**330**
		NOTE: Applicants may meet the testing requirement by submitting either individual qualifying scores or a composite score that is at or above the state qualifying score.	
	30524	Principles of Learning and Teaching: Grades 7-12	162

* Students who have taken other early childhood test(s) should consult the advising services coordinator in the Seidel School of Education and Professional Studies.

APPENDIX E

General Education: Student Learning Principles and Goals

PURPOSE

The General Education program at Salisbury University promotes intellectual development and the search for truth, cultivates an appreciation for learning, and provides opportunities for students to construct a coherent framework for lifelong learning in a diverse and ever changing world.

PROGRAM PRINCIPLES

The General Education Program:

- seeks to advance the University's mission.
- provides a coherent integrated curriculum. Coherence is the inter-connectedness of the curriculum within courses, across disciplines and throughout the undergraduate experience. The connections can be made through content, process, ways of knowing, learning goals or connections to the major.
- encourages the developmental progression of student knowledge, skills and dispositions throughout the undergraduate experience.
- provides learning experiences both in and out of the classroom. A broad range of learning opportunities are provided in courses, in co-curricular activities and in settings outside the university.
- strives to foster an academic community. Student-to-student, faculty-to-student and faculty-to-faculty collaborative opportunities are encouraged. The collaboration may occur in linked courses, interdisciplinary courses, learning communities and community projects.
- incorporates ongoing review and assessment. Progress in achieving the program's purpose will be monitored. Student progress toward the learning goals will be monitored.

STUDENT LEARNING GOALS

The principles and goals, which follow, represent the concepts embedded in the Mission Statement and the Attributes Document accepted by the faculty. These principles and goals will help guide the development of the General Education program at Salisbury University.

Learning Principles

The General Education program is designed to foster the personal, intellectual and social development of the Salisbury University student and is based on the following set of principles. The liberally educated person:

- communicates effectively in diverse situations,
- uses multiple strategies, resources and technologies for inquiry and problem solving,
- demonstrates qualities related to personal, social and professional integrity,
- integrates knowledge from the humanities, social sciences and natural sciences to broaden perspectives,
- reasons quantitatively and qualitatively,
- demonstrates global awareness in order to function responsibly in an interdependent world.

These principles are expressed by the following set of student learning goals.

Student Learning Goals

Skills: Acquire the personal and intellectual skills necessary for productive membership in contemporary society.

1) Critical Thinking - Acquire abilities to engage in independent and creative thinking and solve problems effectively.
2) Command of Language - Acquire abilities to communicate effectively—including reading, writing, listening and speaking.
3) Quantitative Literacy - Acquire abilities to reason mathematically.
4) Information Literacy - Acquire abilities to use libraries, computer applications and emerging technologies.
5) Interpersonal Communication - Acquire abilities to relate to and work effectively with diverse groups of people.

Knowledge: Possess knowledge and understanding commensurate with that of a well educated person.

1) Breadth of Knowledge - Possess knowledge from and familiarity with modes of inquiry and creative processes used in a variety of disciplines including:
   a) Visual and performing arts (art, music, dance, theater)
   b) Literature (English, foreign language-based)
   c) Civilization: cultural and historical perspectives
   d) Contemporary global issues (peoples, cultures, institutions)
   e) Second language or culture
   f) Mathematics
   g) Social and behavioral sciences
   h) Biological and Physical Sciences
2) Interdependence among Disciplines - Possess an awareness of the interdependence among disciplines in the humanities, social sciences and natural sciences.

Dispositions: Examine qualities that contribute to personal well-being and social and professional integrity.

1) Social responsibility - Tolerance and respect for diverse groups of people and a disposition toward responsible citizenship and a connection to the community.
2) Humane values - An informed regard for humane values and the ability to make judgments based on ethical and environmental considerations.
3) Intellectual Curiosity - A propensity for reflection and life-long learning.
4) Aesthetic Values - An awareness of and appreciation for aesthetics.
5) Wellness - Issues of personal well-being.

APPENDIX F

Fulton School Curriculum Reform: Course Enhancement Menu

The Fulton School Course Enhancement Menu identifies enhancements for four-credit courses which meet three-credit class time guidelines. The intent of the four-credit courses is to increase SU's academic standards and adjust them upward by adding one or more of the following enhancements to the current three-credit courses. For the 2007-2008 academic year this only affects the Philosophy, Political Science and Art departments. The following enhancement menu specifies the seven types of course enhancements.

One-credit Course Enhancements

- **Increased course content and/or collateral readings**

  Example: more primary, secondary and/or supplemental readings

- **Undergraduate Research and Information Literacy**

  Example: assignments that fulfill department programmatic approaches to undergraduate research and information literacy, systematically building students' research and writing skills throughout their majors

- **Technology**

  Example: instructor-developed content, commercially developed course packs, digital audio (podcasting), video demonstrations, chat rooms, course blogs, individual WebCT tutoring, teleconferences with students at other campuses or international groups, field research, student-authored independent research

- **Higher Level Critical Thinking Exercises**

  Example: assignments that specifically develop analysis, synthesis and evaluation, as opposed to lower-level critical thinking exercises that target knowledge, comprehension and application

- **Service Learning/Civic Engagement**

  Example: assignments which place students in leadership positions to conceive of and implement programs that they know will benefit others; assignments which involve students in developing good civic dispositions, as suggested in the 2006 Middle States Report

- **International Education/Cultural Enrichment**

  Example: spring break study/experience abroad, museum visits, cultural experiences within the geographical area

- **Additional Hour(s) in Class, Lab or Studio**

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